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**Title**

An exploration into inquiry-based learning by a multidisciplinary group of higher education faculty /  
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**Abstract**

This manuscript describes faculty and student experiences and future activities of a multidisciplinary group of university faculty who are implementing inquiry-based learning (IBL) in their classrooms for the first time. This opportunity to implement the IBL instructional method was provided to the faculty through a grant from the university's Center for Teaching Excellence (CTE). The goal of this paper is to provide a discussion on the implementation of IBL in the classroom and students' responses to IBL. The multidisciplinary group was from the following disciplines: philosophy, journalism and mass communications, business and technology education, public health, civil engineering, and social work. This manuscript describes the (1) fundamentals of the CTE inquiry grant, (2) fundamentals of IBL, (3) IBL strategies and implementation, (4) students' responses to IBL, and (5) the implications of IBL for higher education. (HRK / Abstract übernommen) Friedman, Daniela B., E-Mail: dfriedma@mailbox.sc.edu