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Abstract

This paper describes a study that explored the utility and efficacy of the application of a Web-based tool to promote learner engagement among first year students in a large class in an undergraduate communications degree. The Web-based tool was developed to support an inquiry-based learning approach that was characterised by strong learning scaffolds, meaningful contexts, feedback and support and administrative efficiencies. The study explored the forms of engagement that the Web-supported inquiry-based learning approach was able to engender among first year undergraduate students and the factors that were found to influence students' levels of engagement and achievement in the approach. (HRK / Abstract übernommen) Oliver, Ron, E-Mail: r.oliver@ecu.edu.au