

The Art Of Classroom Inquiry

The Art Of Classroom Inquiry Unlocking the Power of Classroom Inquiry A Content Creators Perspective Hey educators Ever feel like your classroom is a bit static Like the students are just absorbing information not actively engaging with it Fear not Today were diving deep into the art of classroom inquiry a dynamic approach that transforms passive learners into active thinkers This isnt just about asking questions its about cultivating a culture of curiosity investigation and critical thinking The Pillars of InquiryBased Learning Inquirybased learning IBL isnt a onesizefitsall approach Its a philosophy a set of principles and a dynamic process Its core pillars revolve around studentgenerated questions exploration collaboration and the development of evidencebased arguments This active learning process moves beyond simple recall and encourages students to develop their own understanding Formulating Powerful Questions The key to effective inquiry is asking the right questions These arent simple recall questions eg What is the capital of France Instead were aiming for questions that spark curiosity encourage investigation and lead to deeper understanding eg How does the French Revolution impact global politics today Heres a table showcasing different question types and their potential impact

Question Type	Example	Impact
Recall	What is the function of the mitochondria	Limited cognitive engagement
Application	How can the principles of osmosis be applied to plant growth	Deeper understanding through application
Analysis	How does the authors use of imagery in this poem affect the readers perception	Critical analysis skills
Synthesis	Design a solution to reduce water pollution in your local community	Creative problemsolving skills
Evaluation	What are the strengths and weaknesses of different leadership styles	Developing evaluative judgment

2 The Role of Collaboration Learning isnt a solitary endeavor Group work peer discussions and collaborative projects play a crucial role in inquirybased learning Students learn from each other develop communication skills and learn to respect diverse viewpoints Case Study The Mystery of the Missing Monarchs Imagine a 4thgrade class studying ecosystems Instead of a traditional lecture the teacher poses the question Why are the monarch butterfly populations declining The students working in small groups research the issue analyze data debate solutions and present their findings This approach fosters collaboration critical thinking and a deeper understanding of the topic

RealWorld Applications and Benefits Implementing inquirybased learning can seem daunting but the benefits are significant Increased Student Engagement Students are actively involved in their learning process leading to higher levels of interest and enthusiasm Improved Critical Thinking Skills Students learn to question assumptions analyze information and form reasoned arguments Enhanced ProblemSolving Abilities Inquiry encourages students to identify problems brainstorm solutions and evaluate different approaches Development of Communication Skills Students communicate their ideas effectively through presentations discussions and written reports Fostering Curiosity and a Love of Learning A culture of inquiry transforms the classroom into a place where students actively seek knowledge and understanding Creating a Supportive Learning Environment Crucially fostering an environment that allows for genuine inquiry and mistakes is essential Learning often involves exploration failure and revision Embracing these aspects is vital for student growth Leveraging Technology in Inquiry Technology can be a powerful tool for inquiry Interactive simulations online research databases and collaborative platforms can expand learning opportunities Practical Tips for Implementation Start small focus on the core questions involve students in the design of their projects and 3 provide clear parameters for exploration Closing Thoughts The art of classroom inquiry is about fostering a culture of questioning investigation and discovery By empowering students to ask questions explore answers and collaborate with others educators can transform their classrooms into dynamic learning environments where genuine understanding thrives Expert FAQs 1 How do I choose appropriate inquiry questions for my subject matter Consider questions that encourage deeper analysis and synthesis not just recall 2 How can I manage diverse learning styles and abilities within an inquirybased classroom Design differentiated tasks and provide multiple pathways for students to demonstrate their understanding 3 What role do formative assessments play in an inquirybased learning environment Formative assessments should focus on progress and identify areas for further development 4 How do I ensure equitable participation in group work Establish clear roles and responsibilities within groups and provide opportunities for peer feedback 5 How can I create a safe learning environment that encourages risktaking and asking questions Emphasize the importance of respectful dialogue active listening and acknowledging mistakes as learning opportunities By embracing the art of classroom inquiry educators can unlock the full potential of their students and cultivate a passion for lifelong learning Its a journey not a destination and we encourage you to explore and adapt these principles to suit your unique classroom context Unleashing the

Power of Inquiry in the Classroom A Practical Guide Problem Traditional teaching methods often stifle student curiosity and critical thinking Students passively absorb information lacking the opportunity to explore question and develop deeper understanding This results in disengaged learners weak problemsolving skills and a diminished capacity for innovation The modern classroom demands a shift from rote learning to a culture of active inquiry Solution The Art of Classroom Inquiry 4 The art of classroom inquiry is a pedagogical approach that fosters a dynamic learning environment where students are active participants in the learning process It emphasizes questioning exploration and the development of critical thinking skills This is not just about asking questions its about creating a learning ecosystem where questioning investigation and reflection are valued and nurtured By transforming the classroom into a space for inquiry educators can unlock students intellectual potential and equip them to navigate the complexities of the 21st century Key Elements of Classroom Inquiry Creating a Culture of Questioning Cultivate an environment where asking questions is not just tolerated but celebrated Teachers can model this by asking thoughtprovoking questions themselves and encouraging students to do the same Source Making Thinking Visible by Ron Ritchhart This involves creating a safe space for students to voice their doubts and uncertainties fostering a sense of intellectual safety and risktaking Guiding Inquiry through Effective Questioning Techniques Moving beyond simple recall questions teachers should use higherorder questioning techniques such as Why How and What if Source Blooms Taxonomy Openended questions such as What are the different perspectives on this issue stimulate deeper thinking and encourage a nuanced understanding of complex topics Structured Inquiry Processes Implementing structured inquiry processes eg the 5E model Engage Explore Explain Elaborate Evaluate allows students to systematically investigate a topic These processes provide a framework for students to approach problems methodically and draw evidencebased conclusions Providing Authentic Learning Experiences Connecting learning to realworld problems and contexts makes inquiry more meaningful Authentic projects that require students to grapple with realworld issues design solutions and present their findings foster deeper understanding and practical application of knowledge Source ProjectBased Learning frameworks Facilitating Collaboration and Communication Collaborative inquiry encourages students to learn from each other Students can work together to explore questions share ideas challenge assumptions and develop their communication skills This fosters social learning and promotes a sense of shared responsibility for learning Assessing for Understanding Moving

beyond traditional assessments assess student understanding through projects presentations portfolios and reflective journals Use 5 formative assessments to gauge student progress throughout the inquiry process and provide targeted feedback Expert Opinions on the Importance of Inquiry Dr Maria Montessori a pioneer in early childhood education emphasized the importance of allowing children to explore their environment and discover knowledge through firsthand experiences This aligns perfectly with the principles of inquirybased learning Modern educational researchers highlight the significant impact of inquirybased learning on critical thinking problemsolving and creativity Source various educational psychology journals Practical Steps for Implementing Inquiry 1 Identify a compelling question Begin with a question that sparks curiosity and encourages exploration 2 Design a learning pathway Develop a structured process for investigating the question including research experimentation and analysis 3 Establish a supportive learning environment Ensure students feel comfortable asking questions and expressing their ideas 4 Implement collaborative activities Encourage students to work together to explore different perspectives 5 Provide feedback and reflection Regular feedback and opportunities for selfreflection help students refine their understanding Conclusion Transforming the classroom into an inquirydriven space empowers students to become active learners critical thinkers and innovative problemsolvers By implementing the principles of classroom inquiry educators can foster a love of learning that lasts a lifetime preparing students to thrive in an everevolving world FAQs 1 How do I integrate inquiry into my existing curriculum Start small select a topic that resonates with your students and implement one or two inquirybased activities per unit 2 What resources are available to support inquirybased learning Numerous websites books and online communities offer resources and support for educators seeking to implement inquirybased learning 3 How can I assess student learning in an inquirybased environment Utilize a variety of assessment strategies including projects presentations portfolios and reflective journals to evaluate student understanding 6 4 What are the challenges in implementing inquirybased learning Time constraints resource limitations and a lack of teacher training can present challenges Overcoming these involves creative solutions and collaboration 5 How can I create a culture of questioning within my classroom Foster a safe learning environment where students feel comfortable asking questions and expressing their ideas Encourage risktaking and celebrate curiosity By embracing the art of classroom inquiry educators can unlock the intellectual potential of their students transforming the learning experience from passive absorption to active engagement

and lifelong curiosity

The Art of Classroom Inquiry Inquiry in the Classroom Inquiry and the National Science Education Standards Lesson Study Inquiring in the Classroom Making Classroom Inquiry Work Concept-Based Inquiry in Action Inquiry into the Singapore Science Classroom Making Classroom Inquiry Work Thinking Strategies for the Inquiry Classroom Inquiry-Based Science in the Primary Classroom Scientific Inquiry and Nature of Science Thing 4--6 I Is for Inquiry STEM Education in Primary Classrooms Teaching as Inquiry, with a Focus on Priority Learners Everyday Assessment in the Science Classroom Evidence-Based Science Activities in Grades 3--5 Eight Habits of Highly Effective Math Students (and the Teachers Who Teach Them) Your Science Classroom Ruth Shagoury Eleanor Abrams National Research Council Bill Cerbin Nick Mitchell Robert P. Pelton Carla Marschall Aik-Ling Tan Robert P. Pelton Darryn Kruse Garima Bansal Lawrence Flick Jill Colyer Bruce M Shore Angela Fitzgerald Lindsey Conner National Science Teachers Association Patrick Brown Sue Chapman M. Jenice Goldston

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this book continues to show teachers how they can carefully and systematically ask and answer their own questions about learning

the purpose of this text is to further flesh out some of the factors specific dimensions of our n dimensional hyperspace important to inquiry in the classroom as such some of the of the

factors have already been introduced others will be new to the conversation in our discussions that lead to the preparation of this manuscript it became clear that each of us was interested in classroom inquiry and so we each wanted to situate our analysis in these classrooms for that purpose our discussions are organized into sections each section begins with one or more vignette snippets of science classrooms that the authors then discuss how this vignette demonstrates some aspect of the specific dimension that they are charged with discussing because inquiry is so multifaceted and its portrayals are often complex and nuanced the discussion of the dimension is broken into separate essays each of which addresses the focal dimension in different ways following the essay a broader discussion across the essays is offered to support your sense making as we began this effort we selected what we understood to be the most influential dimensions of inquiry in the classroom but certainly there are others that can and should have been included i e the role of curriculum in supporting or confining the enactment of inquiry the manner in which inquiry can shape students knowledge the role systemic efforts can have in enabling inquiry but given the confines of one text we ve chosen what we understood to be the central components and these have been arranged into 6 sections our vision is that each of these sections can be self supporting so their appearance in the text doesn t represent the order in which they must be read ideally the reader would engage in the introduction then select the section that addresses the dimension influencing classroom inquiry that is of greatest importance the only exception to this is section 6 which is a specific form of enactment of classroom inquiry engagement with this section may be best augmented after reading the sections that interest you

humans especially children are naturally curious yet people often balk at the thought of learning scienceâ the eyes glazed over syndrome teachers may find teaching science a major challenge in an era when science ranges from the hardly imaginable quark to the distant blazing quasar inquiry and the national science education standards is the book that educators have been waiting forâ a practical guide to teaching inquiry and teaching through inquiry as recommended by the national science education standards this will be an important resource for educators who must help school boards parents and teachers understand why we can t teach the way we used to inquiry refers to the diverse ways in which scientists study the natural world and in which students grasp science knowledge and the methods by which that knowledge is produced this book explains and illustrates how inquiry helps students learn science content master how to do science and understand the nature of science this book explores the

dimensions of teaching and learning science as inquiry for k 12 students across a range of science topics detailed examples help clarify when teachers should use the inquiry based approach and how much structure guidance and coaching they should provide the book dispels myths that may have discouraged educators from the inquiry based approach and illuminates the subtle interplay between concepts processes and science as it is experienced in the classroom inquiry and the national science education standards shows how to bring the standards to life with features such as classroom vignettes exploring different kinds of inquiries for elementary middle and high school and frequently asked questions for teachers responding to common concerns such as obtaining teaching supplies turning to assessment the committee discusses why assessment is important looks at existing schemes and formats and addresses how to involve students in assessing their own learning achievements in addition this book discusses administrative assistance communication with parents appropriate teacher evaluation and other avenues to promoting and supporting this new teaching paradigm

why do students stumble over certain concepts and ideas such as attributing causality to correlation revert to former misconceptions even after successfully completing a course such as physics students continuing to believe an object tossed straight into the air continues to have a force propelling it upward or get confused about terminology such as conflating negative reinforcement with punishment this is the first book about lesson study for higher education based on the idea that the best setting in which to examine teaching is where it takes place on a daily basis the lecture hall seminar room studio lab and the online classroom management system lesson study involves several instructors jointly designing teaching studying and refining an individual class lesson in order to explore student learning problems observe how students learn and analyze how their instruction affects student learning and thinking the primary purpose is to help teachers better understand how to support student learning and thinking by observing how students learn through lesson study teachers can improve their own teaching and build knowledge that can be used by other teachers to improve their practice lesson study grew out of the collective efforts of classroom teachers in asia most notably in japan to improve their teaching subsequently imported tested and implemented by a group of instructors of biology economics english and psychology at the university of wisconsin la crosse the process proved so valuable that the university has since established the college lesson study project of which the author of this book is director focusing on a single lesson enables participants to examine in detail every step of the teaching process from vision and goals to instructional

design to implementation to observation and analysis of student performance and then evidence based improvement it enables faculty to explore learning problems that matter most to them learn alternative ways to teach from one another and co design new course materials this book introduces lesson study practices to college teachers providing the necessary guidance tools examples models and ideas to enable teachers to undertake lesson study in their own classes it also explores the underlying rationale for lesson study practices and how to realize the full potential of lesson study to advance teaching and learning a joint publication with the national teaching and learning forum an acpa naspa joint publication

inquiring in the classroom provides a practical and accessible guide to planning carrying out and presenting successful classroom inquiry for teachers working towards a masters level qualification in education the contributors provide a clear and concise roadmap drawing on case studies throughout and bringing educational theory to life by closely linking it to classroom practice they also provide tried and tested advice on writing and presenting at masters level topics covered include teaching learning and assessment subject knowledge and curriculum development children s development and behaviour inclusion leadership and management collaborative working through a clear emphasis on the practical implications of educational inquiry the book brings together key elements of continuing professional development cpd and masters level learning the contributors draw on their experience of teaching and supporting masters level inquiry to provide practical suggestions for how teachers can support each other in classroom inquiries and develop the skills necessary to transform practice and raise engagement and attainment for all pupils

teachers are the single most important element in helping every child succeed in school making classroom inquiry work techniques for effective action research is designed to serve those who wish to delve deeper into their action research or as leaders in teacher research and reflective practice robert p pelton is also the author of action research for teacher candidates using classroom data to enhance instruction written in the hopes of equipping teachers in training with the skills needed for action research a process that leads to focused effective and responsive strategies that help students succeed these two books serve as both a perfect training curriculum for pre service teachers at the undergraduate or graduate level and as an excellent vehicle for professional development for in service teachers

this is exactly what my school needs right now to support colleagues to build on the foundations of our written concept based curriculum and to take off our taught curriculum to the next and highest levels neville kirton deputy head of secondary colegio anglo colombiano bogota colombia filled with strategies illustrations diagrams and pictures this book really gives you the insight you need to help students better understand what they are learning so many great ideas that can be used in any classroom a must read for all educators amanda mckee 9th algebra geometry secondary certified instructor mentor johnsonville high school johnsonville sc create a thinking classroom that helps students move from the factual to the conceptual all students deserve the opportunity to think conceptually but seeing conceptual relationships does not come naturally to every student how can teachers construct thinking classrooms where students can move from the factual to the conceptual level of thinking concept based inquiry in action has the answers in this book the authors marry theory with practice to create a new framework for inquiry that promotes deep understanding concept based inquiry the key is helping students to inquire into concepts and the relationships between them using guiding questions developed by the teacher the students themselves or by the teacher and students together step by step the authors lead both new and experienced educators to implement teaching strategies that support the realization of inquiry based learning for understanding in any k 12 classroom the book and its accompanying website are rich with the resources necessary to facilitate the construction and transfer of conceptual understanding including numerous practical teaching strategies aligned to each phase of concept based inquiry that can be modified for diverse populations visual notes that represent significant ideas discussed within each chapter videos of instructional strategies and teacher interviews that show concept based inquiry in action in k 12 classrooms around the world templates of graphic organizers sample anchor charts and blackline masters that support the use of teaching strategies in the classroom planners that show how the phases of concept based inquiry come together in a unit in a world filled with complexity the role of the teacher as a facilitator of conceptual understanding has never been more pressing concept based inquiry in action provides teachers with the tools necessary to organize and focus student learning around concepts and conceptual relationships that support deep understanding

this book offers an insight into the research and practices of science teaching and learning in the singapore classroom with particular attention paid to how they map on to science as inquiry it provides a spectrum of singapore s science educational practices through all levels of its

education system detailing both successes and shortcomings the book features a collection of research and discourse by science educators in singapore organized around four themes that are essential components of approaching science as inquiry teachers ideas and their practices opportunities and constraints from a systemic level students competencies and readiness to learn through inquiry and the need for greater awareness of the role of informal learning avenues in science education in addition the discourse within each theme is enriched by commentary from a leading international academic which helps to consolidate ideas as well as position the issues within a wider theoretical and international context overall the papers set out important contexts for readers to understand the current state of science education in singapore they also highlight strengths and gaps in practices of science as inquiry as well as provide suggestions about how the system can be improved these research findings are therefore helpful as they provide honest and evidence based feedback as well as tangible and doable ideas that policy makers teachers students and school administrators can adopt adapt and enhance

teachers are the single most important element in helping every child succeed in school making classroom inquiry work techniques for effective action research is designed to serve those who wish to delve deeper into their action research or as leaders in teacher research and reflective practice robert p pelton is also the author of action research for teacher candidates using classroom data to enhance instruction written in the hopes of equipping teachers in training with the skills needed for action research a process that leads to focused effective and responsive strategies that help students succeed these two books serve as both a perfect training curriculum for pre service teachers at the undergraduate or graduate level and as an excellent vehicle for professional development for in service teachers

thinking strategies for the inquiry classroom is a practical resource for middle years teachers implementing an inquiry learning approach it presents a selection of tried and tested activities linking inquiry to thinking skills a partner title thinking tools presents worksheets graphic organisers and other tools

the chapters in this book represent a cross section of research conducted in inquiry based science education at primary levels of schooling in international contexts that include school settings in australia india singapore south africa turkey northern ireland and the united states

the book includes empirical studies on the role of inquiry based learning in advancing students conceptual understanding and modelling proficiency students understandings about the nature of scientific inquiry classroom studies on teachers enactment of inquiry based learning teachers facilitation of classroom discourse for inquiry based learning and co teaching in developing teachers in adopting an inquiry based pedagogy it was originally published as a special issue of the journal education 3 13

this book synthesizes current literature and research on scientific inquiry and the nature of science in k 12 instruction its presentation of the distinctions and overlaps of inquiry and nature of science as instructional outcomes are unique in contemporary literature researchers and teachers will find the text interesting as it carefully explores the subtleties and challenges of designing curriculum and instruction for integrating inquiry and nature of science

in this edition of thing learn the why and how of inquiry based methods for lasting educational impact the authors provide a doable approach and practical guide for implementing inquiry based learning in grades 4 6 classrooms educators gain clear steps to effectively and realistically implement inquiry based learning to address the specific needs and learning stages of fourth to sixth grade learners teachers can use this book to understand why inquiry based learning is vital in grades 4 6 recognize how they can realistically and gradually integrate inquiry based learning into their classrooms answer questions individually or with colleagues to reflect on their journey into inquiry based learning read real life accounts of inquiry in action across grade levels access reproducibles that will help them with inquiry based learning contents introduction about thing chapter 1 getting started inquiry based learning with junior learners chapter 2 assessing and evaluating considering how our junior learners are doing chapter 3 wondering and questioning the key to inquiry learning chapter 4 investigating and exploring finding answers to inquiry questions chapter 5 making sense synthesizing and consolidating learning chapter 6 reflecting and sharing pushing learning to a deeper level chapter 7 wrapping it up what matters most sources index

scroll to the support material section below for companion resources i is for inquiry takes a unique approach to helping teachers in the elementary grades create lessons and sustain inquiry in their classrooms this colorful illustrated alphabet book explores 26 including x and z key ideas and skills in inquiry based teaching and learning such as collaboration dialogue

evidence hypothesis and scaffolding each short chapter summarizes one inquiry element that can be built into students experiences uses straightforward language and examples includes a classroom vignette and suggestions for using the concept shares selected references and related internet based resources helps teachers build self confidence about teaching through inquiry this book will serve as a familiar and fun resource for busy teachers at any point in their careers using the inquiry vocabulary and repertoire of concepts teachers can build curriculum and share ideas with colleagues making inquiry in the classroom as approachable as abc

if you were to peer into a primary school classroom somewhere across australia and new zealand you would be forgiven for thinking that science technology engineering and mathematics stem education is synonymous with coding and digital technologies however while these aspects are important technology alone does not reflect the broad learning opportunities afforded by stem in countering this narrow approach stem education in primary classrooms offers a platform for research that innovates excites and challenges the status quo it provides educators with innovative and up to date research into how to meaningfully and authentically embed stem into existing classroom practices it incorporates accurate explanations of stem as an integrated approach to solving real world problems including social issues along with case studies and stories to bring practice to life in evidence informed ways this book showcases the impact of a broader approach to stem in the primary classroom through australian based and new zealand based research that will challenge current teaching practices thus this book will be of interest to pre and in service primary school teachers along with researchers and postgraduate students in the stem education field

this book shows how teaching as inquiry can be built into the everyday work of classrooms to make a difference for all students particularly priority learners based on findings from the secondary student achievement project it is layered with whole school classroom and learner perspectives the author highlights the successes that emerged as teachers re examined their curriculum and teaching practices with the goal of raising the achievement of the priority learners they had identified the introduction takes the reader back to the basics of what teaching as inquiry is and then the book steps through aspects of the inquiry process from identifying students needs to developing feedback loops to evaluate student progress and teacher learning publisher website

the second in nsta s science educator s essay collection everyday assessment is is designed to build confidence and enhance every teacher s ability to embed assessment into daily classwork the book s insights will help make assessment a dynamic classroom process of fine tuning how and what you teach

this new book shows elementary teachers how evidence based science activities help students achieve deeper conceptual understanding drawing on a wealth of research authors patrick brown and james concannon demonstrate how direct hands on experience in the science classroom can enable your students to become more self reliant learners they also provide a plethora of model lessons aligned with the next generation science standards ngss and offer advice on how to create your lesson plans and activities to satisfy the demands of your curriculum with the resources in this book you and your students will be able to ditch the textbook and embark upon an exciting and rewarding journey to scientific discovery

essential habits to build mathematical confidence and competence for all students it has been said that teachers make approximately 1 500 decisions a day given the volume of work it is no wonder that these decisions are frequently made reflex like and in the moment by intentionally nurturing effective habits in students as well as in teachers we can make these decisions more deliberately and in so doing foster a positive relationship with mathematics that will set students on an unstoppable trajectory of math learning eight habits of highly effective math students and the teachers who teach them focuses on developing eight essential habits that support mathematical competence and confidence in students this resource is designed as a personalized practice based professional learning experience leading you through a wealth of professional learning and application activities to support you in growing a specific math habit in your classroom to strengthen your students math learning and build your own efficacy the book offers the chance to choose your own adventure through three teacher inquiry options focused on a specific math habit give it a go an informal exploration of a teaching action and its impact on student learning classroom inquiry a classroom based teacher inquiry project focus on equity a teacher inquiry to notice and disrupt patterns of inequity this book provides an actionable framework for improving math teaching and learning by emphasizing a commitment to equity because all students are capable of learning high level mathematics when provided with access to high quality instruction helping teachers develop mindsets and habits to consciously reflect on their instructional practice to continually strengthen teaching

effectiveness and student learning outcomes curating short readings and practice based professional learning activities that can be engaged in individually or collaboratively highlighting the importance of celebrating growth and the role of teachers in nurturing good habits in their students offering a guide to coaching the habit through a process called notice nurture name and nudge eight habits of highly effective math students and the teachers who teach them is grounded in the unwavering belief that all students are math capable and all teachers can effectively teach mathematics the book can be used individually by elementary school teachers and education leaders at school and district levels or in collaborative professional learning settings it is an excellent companion to holly burwell and sue chapman s book power up your math community corwin 2024

your science classroom becoming an elementary middle school science teacher by authors m jenice dee goldston and laura downey is a core teaching methods textbook for use in elementary and middle school science methods courses designed around a practical practice what you teach approach to methods instruction the text is based on current constructivist philosophy organized around 5e inquiry and guided by the national science education teaching standards

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