

1116-VW-1578 **Padraig M. McLoughlin*** (mcloughl@kutztown.edu), 265 Lytle Hall, Department of Mathematics, Kutztown University of Pennsylvania, Kutztown, PA 19530. *The Moore Method: A Decidedly American Educational Philosophy.*

The author of this paper argues that the Inquiry-Based Learning (IBL) methodology, the Moore Method (and modified Moore methods), is distinctly American and individualist as opposed to post-modern European and communistic pedagogy.

We argue that the pedagogy of the Moore Method is a realisation of a decidedly American adaptation or interpretation of the Socratic Method. At the core of the pedagogy is exploration, discovery, conjecture, hypothesis, thesis, and synthesis such that the experience of doing an argument, creating a model, or synthesising ideas is reason enough for the exercise. We argue that the Moore Method has manifestly American aspects which differentiate it from more collectivist critical-theory educational methods. The manner in which the pedagogy is applied has individual presentations of work students themselves create, reason, and construct that are as practically independent of material from outside influence as is possible; with the instructor donning the role of mentor to apprentices (students) . We submit the Moore Method prepares the student for advanced work or studies and is a pedagogical approach that is a 'percolation-up' creative model of learning in an increasingly 'bottom-down' information (just 'Google' it) society. (Received September 22, 2015)