

**ZMATH 2012f.00438**

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**Science talk: preservice teachers facilitating science learning in diverse afterschool environments.**

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Summary: The purpose of this study was to assess the impact a community-based service learning program might have on preservice teachers' science instruction during student teaching. Designed to promote science inquiry, preservice teachers learned how to offer students more opportunities to develop their own ways of thinking through utilization of an afterschool science program that provided them extended opportunities to practice their science teaching skills. Three preservice teachers were followed to examine and evaluate the transfer of this experience to their student teaching classroom. Investigation methods included field observations and semi-structured, individual interviews. Findings indicate that preservice teachers expanded their ideas of science inquiry instruction to include multiple modes of formative assessment, while also struggling with the desire to give students the correct answer. While the participants' experiences are few in number, the potential of afterschool teaching experience serving as an effective learning experience in preservice teacher preparation is significant. With the constraints of high-stakes testing, community-based service learning teaching opportunities for elementary and middle-school preservice teachers can support both the development and refinement of inquiry instruction skills.

*Classification:* D49 B50 C79

*Keywords:* student evaluation; high stakes tests; teaching methods; student teaching; teaching experience; science instruction; learning experience; teaching skills; formative evaluation; preservice teacher education; after school programs; interviews; transfer of training

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