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Teaching science in an inquiry-based learning environment: what it means for pre-service elementary science teachers.

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This research examines Turkish pre-service elementary science teachers' understandings of teaching science in an inquiry-based learning environment. Thirty-five prospective teachers who attended to one of the big teacher training institutions in Istanbul participated in this study. Data were collected via course assignments and in-class activities in teaching science. These were pre- and post-philosophies of teaching science, Nature of Science Card Game and a discussion centered on an inquiry-based teaching scenario. Open-coding of data helped to note patterns to identify categories and form assertions. Inquiry-based learning environment changed participants' traditional views about not the nature of science but teaching science. (orig.)

Classification: M59 M69 C39 B52

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