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Examining instructional practices of elementary science teachers for mathematics and literacy integration.

Summary: Integration of content in core disciplines is viewed as an important curricular component in promoting scientific literacy. This study characterized the current practices of a group of elementary teachers relative to their development of interdisciplinary links between science, mathematics, and literacy. A qualitative analysis of survey data showed that there were substantial differences in the use of a well-developed process for integrating instruction. Teachers also lacked a conceptual connection to integration, showed contradictions in the importance placed on hands-on experiences, used measurement as the primary interdisciplinary connection between mathematics and science, and did not use instructional strategies designed specifically for nonfiction/expository text. The findings underscore the need for professional development that assists teachers in changing their conceptual perspectives to integration while also building pedagogical knowledge related to integration of science, mathematics, and literacy. (ERIC)

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