

Paper proposal K-12 teaching. Doctoral student submission

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Type of presentation: Paper presentation

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“Inquiry-based learning in Years 11 and 12 Science: Seeking a model for open-inquiry”.

Abstract:

Inquiry-based learning (IBL) has become a feature of recent changes to curriculum across Australia and across the globe and the recent introduction of the “*Depth Studies*” requirement of the Years 11 and 12 Science syllabuses in NSW has allowed for a variety of approaches to IBL that include structured, guided and open-inquiry approaches. The compulsory IBL requirement also accompanies a content-rich curriculum and occupies a relatively short part of the curriculum. This study seeks to research the features of good existing approaches to Years 11 and 12 IBL that facilitate open-inquiry in the NSW context and seeks to develop a conceptual model.

This study is a Grounded Theory Design study which focuses on the features of good IBL teaching and learning in the Year 11 and 12 context. The study has three phases which include semi-structured interviews, three case studies and model conceptualisation. The paper will include a summary of Phase 1 of the study which includes a series of semi-structured interviews with secondary science education leaders and will also discuss the proposed methods for Phases 2 and 3.