South Dakota State University

ECE 361: Methods and Materials in Early Childhood Education

Concepts addressed in this course: Major categories, advantages, and appropriate uses of instructional strategies: inquiry method

Students should refer to:

Specifically, students should review:
I. Inquiry-Based Learning
   a. Social constructivist approach to learning
   b. Negotiated curriculum
   c. Teachers’ role
      i. Teacher as researcher
      ii. Developing a disposition of inquiry
      iii. Becoming a reflective thinking
   d. Projects as real problems or discoveries
      i. Cueing into children’s wonderings
      ii. Taking in many perspectives
      iii. Documenting discovery and thoughts during process
   e. Organizing thoughts about a particular topic
      i. KWL chart
      ii. Inquiry webbing
      iii. Field notes of group meetings & project work
      iv. Revisiting documentation to continue dialogue
      v. Continued dialogue about topic.

II. Inquiry Cycle
   a. Framing questions
      i. Hypothesizing about a topic/concept.
      ii. Exploration of concept.
   b. Investigation of concept.
      i. Observing
      ii. Recording
      iii. Collecting artifacts
   c. Organizing observations and artifacts
   d. Analyzing and building theories
      i. Summarizing learning – confirming or disconfirming hypotheses.
      ii. Leads to more wonderings – reframing questions
   e. Planning, projecting, and responding.

Helpful websites include:
Problem Based Learning: http://cee.indiana.edu/publications/journals/TR16-01.pdf
Concept to Classroom – Inquiry Based Learning:
http://www.thirteen.org/edonline/concept2class/inquiry/

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