Examining teacher actions supportive of cross-disciplinary science and literacy development among elementary students
among Elementary Students
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Abstract

The purpose of this study was to identify and describe teaching actions embedded in the Science Writing Heuristic approach, a systematic teaching approach that integrates literacy instruction and argument-based inquiry learning of science supportive of the cross-disciplinary literacy expectations necessary to compete in the 21st century. This article reports on qualitative findings from a mixed method longitudinal study conducted with 32 elementary teachers and over 700 students. The analysis of multiple layers of data identified two essential teaching action categories supportive of cross-disciplinary literacy skills development among students: (a) building an inquiry-based literacy community of social learning and (b) purpose setting, with a gradual shift of responsibility from the teacher to the student. A model is presented that emerged from the data and visually illustrates how teachers and students explore the purpose, function, mode, and audience within critical science-literacy events while engaging in science content learning.

Keywords

Integrated science and literacy instruction, Inquiry learning, Science writing heuristic

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