

Introduction

- Whittier Elementary School
- 5th grade class of students (N=14)
- Title 1 public school
- Salt Lake City, Utah

Research Questions

How do Title 1 students perceive their own growth and development in questioning skills as a result of engaging in inquiry-based learning activities?

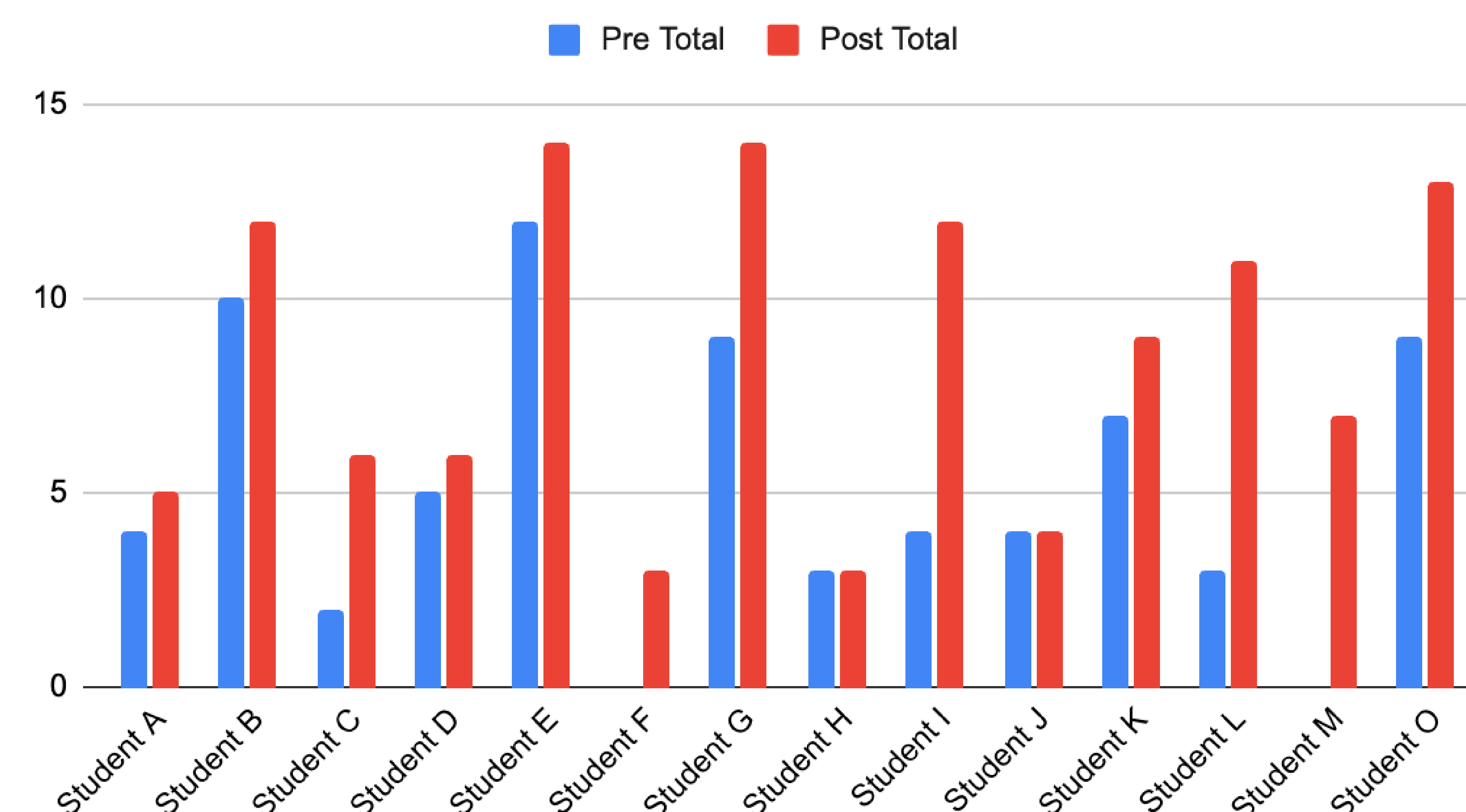
How does inquiry-based learning impact the quality of students questioning skills in Title 1 science classrooms?

Methodology

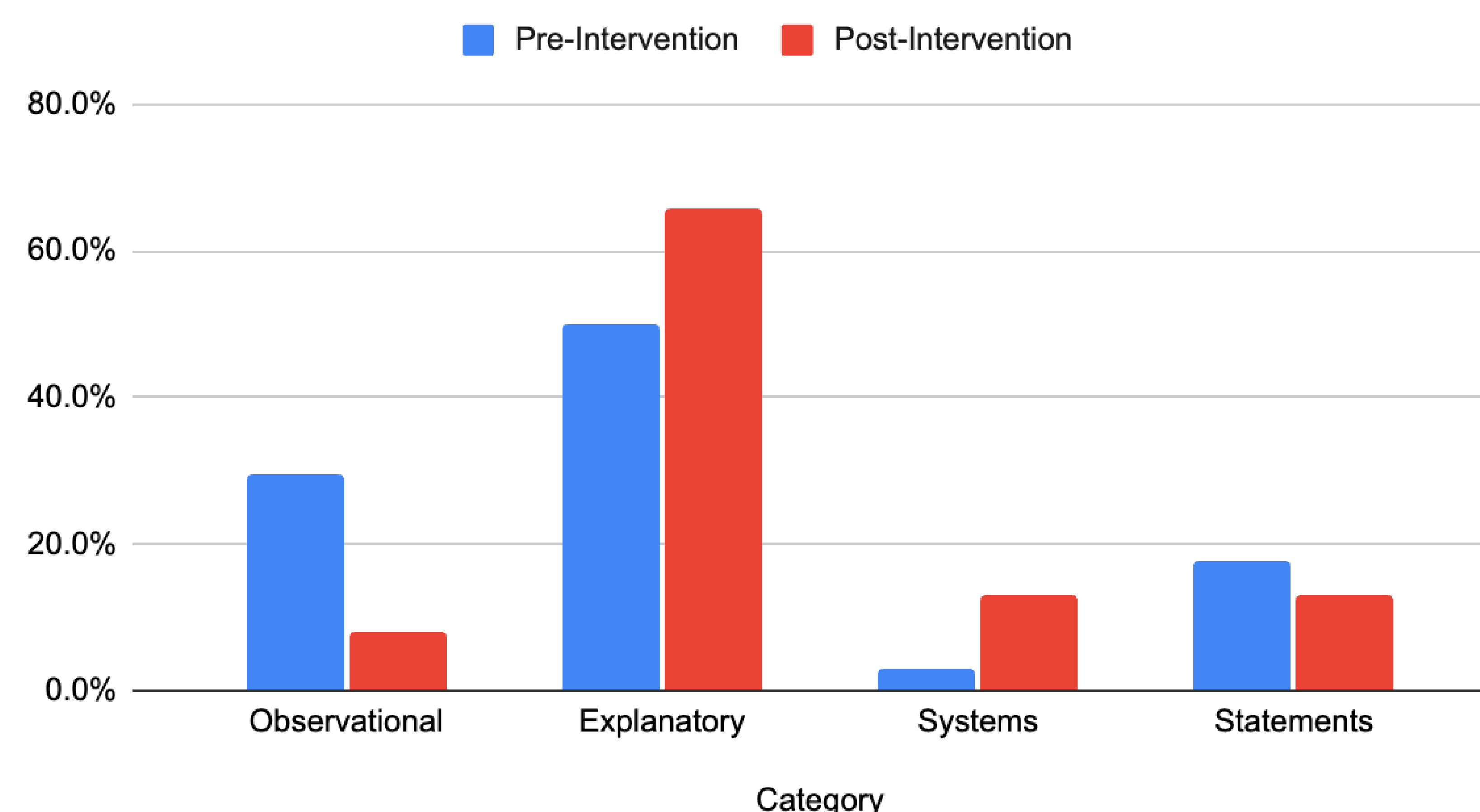
1. The Great Salt Lake (GSL) Pre and Post-Test
2. Educator Observations
3. Student Interviews
4. Student Surveys Pre-and Post-Intervention

Data

Pre- and Post-Test Scores



Student Questions



CER

Claims

- Students showed significant growth in content knowledge
- Students asked higher-quality questions
- Students experienced a shift in their attitudes toward science

Evidence

- *t*-test significant ($p < .05$)
- Less observational and more explanatory and systems questions asked
- Students reported that they enjoyed science

Reasoning

- The data suggest inquiry-based learning increased student perceptions and question quality

Impact

Inquiry-Based Learning in a Title I classroom led to moderate gains in students' perceived growth and question quality. While survey results weren't statistically significant, higher post-test averages, a medium effect size, and improved question types suggest the intervention was effective.

Contact Information

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Student Quotes

"I feel proud in that I was able to figure it out myself (the question)"

"This year, I'm starting to get better with science. I really like science now"

"Because if I ask questions, you go into more details, and then the details will stay in my head."

Acknowledgements

I would like to thank the students and staff at Whittier Elementary School for their support