

## **F22.017: Inquiry Based teaching and Learning with Teachers and Children**

**Faculty mentor:** Victoria Damjanovic

### **Overview**

The purpose of this qualitative case study is to describe and explain teachers' and children's experiences when engaged in inquiry-based teaching and learning within a preschool context. The first aim of the study explores the ways in which teachers engage in inquiry-based job embedded professional learning communities and how they enact that learning within their classrooms. The second aim of the study is to investigate the ways in which children engage in inquiry-based learning within their classrooms and what they learn within this space.

### **What the student will DO and LEARN**

The intern assigned to this project will engage in assisting with previously collected data for a study titled, Inquiry Based Teaching and Learning with Teachers and Children. Data include audio recordings, lesson plans, photographs/videos, storyboards, children's work samples, and unstructured interviews. The intern will assist the researcher in transcribing audio recordings and interviews. The intern will also assist the researcher with coding data that has been collected. This will be a great experience for someone who is interested in learning more about qualitative case study research methods related to education, anthropology, or social work.

### **Additional benefits**

This experience would help a young scholar learn about what qualitative research looks like. It will help them understand how data is organized, prepared, and analyzed by using coding processes. This would be a great fit for someone interested in engaging in research related to anthropology, social work, or education.

### **Additional qualifications**

N/A

### **Time commitment**

6 hrs/week for 15 weeks