


INQUIRY PRACTICE AND IDENTITY OF BEGINNING SECONDARY
SCIENCE TEACHERS IN THE ONLINE AND OFFLINE LEARNING COMMUNITY:
A LONGITUDINAL MIXED METHODS STUDY
by
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Summary : Free inquiry practice and identity of beginning secondary science teachers in the online and offline learning community a longitudinal mixed methods study pdf download - this two-year study explored changes in practices and the emerging identities of beginning secondary science teachers who participated in an online science specific mentoring program fourteen beginning secondary science teachers and six experienced secondary science teachers were selected for the study as a mixed methods study data were gathered quantitatively and qualitatively a hierarchical linear modeling was used in order to depict the changes in inquiry-based science practices as a result of content-focused online mentoring program qualitative data were collected via monthly semi-structured interviews pre post and follow-up yearly semi-structured interviews and finally online written dialogues of beginning secondary science teachers and their e-mentors a mixed method was used that utilized the results of quantitative data items for inquiry-based practice ibp scores helped for selecting cases for qualitative analysis results indicated that there were no significant differences in ibp scores among the fourteen beginning secondary science teachers however three groups were detected increasing use no change and decreasing use in inquiry-based practices porsha who made increasing use showed four emerging identities throughout two years watchful-imitator seeker collaborator and junior-leader nora who made no change showed only two emerging identities imitator and seeker netty who made decreasing use showed also two emerging identities lonely-follower and feeder different identities detected in online dialogue namely porsha as a whistleblower nora as a watchful-imitator and netty as a watchful-feeder the corresponding responses of three beginning secondary science teachers e-mentors were defender provider listener pusher and umpire this study provides not only an in-depth picture of the contemporary science education community

of practice but also suggest a roadmap to design an effective induction program

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