

Final set of networked clusters of words

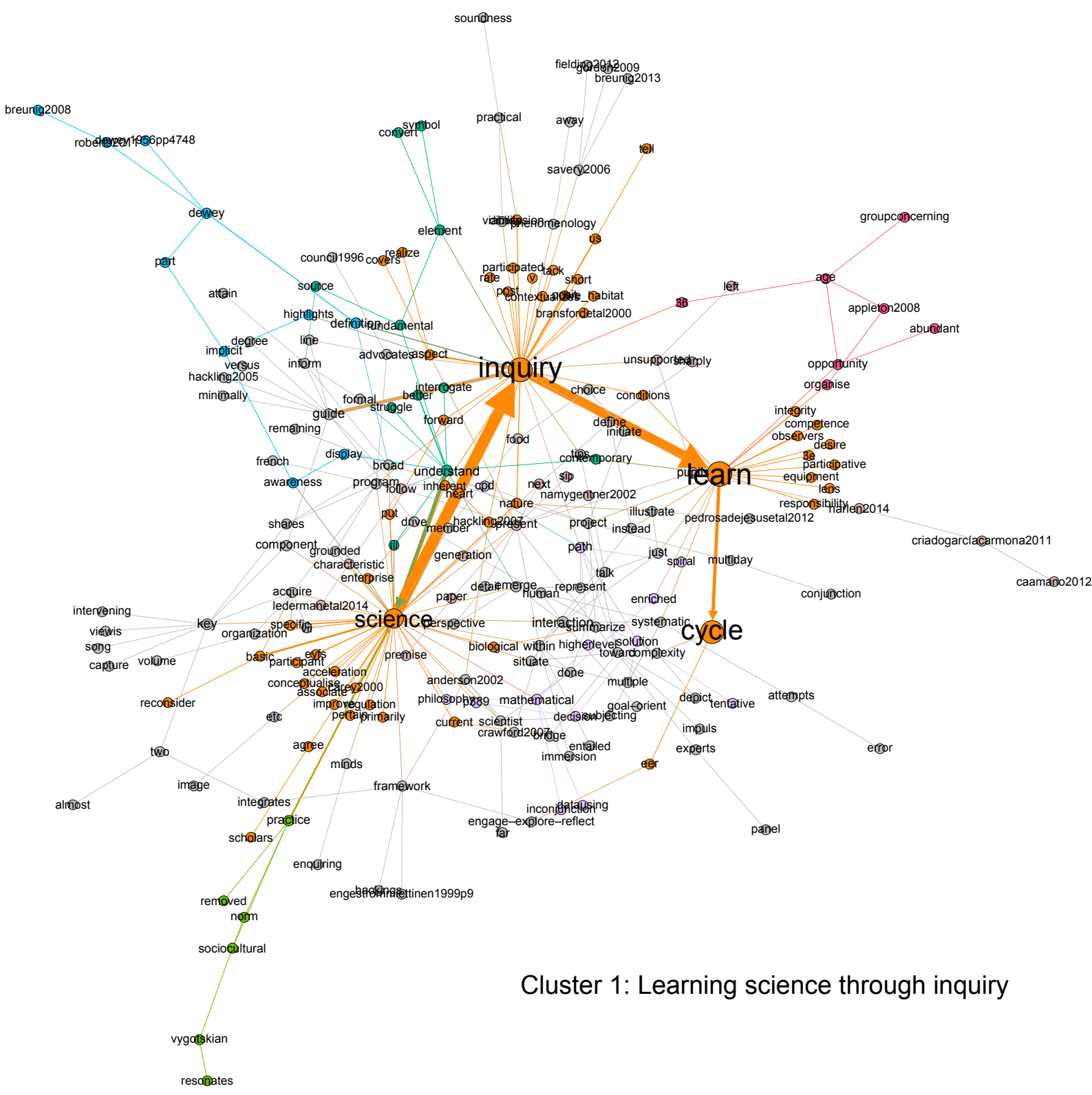
This document contains the final set of clusters derived from the linguistic network described in the main article. As mentioned there,

we created weighted and directed linguistic networks where ‘a directed link is established from *Word A* to *Word B* if *Word B* follows *Word A* in the pre-processed [text]’ (AUTHORS, 2019). We created a combined linguistic network, which represented an amalgamation of excerpts from articles.

Furthermore, as we state in the main article,

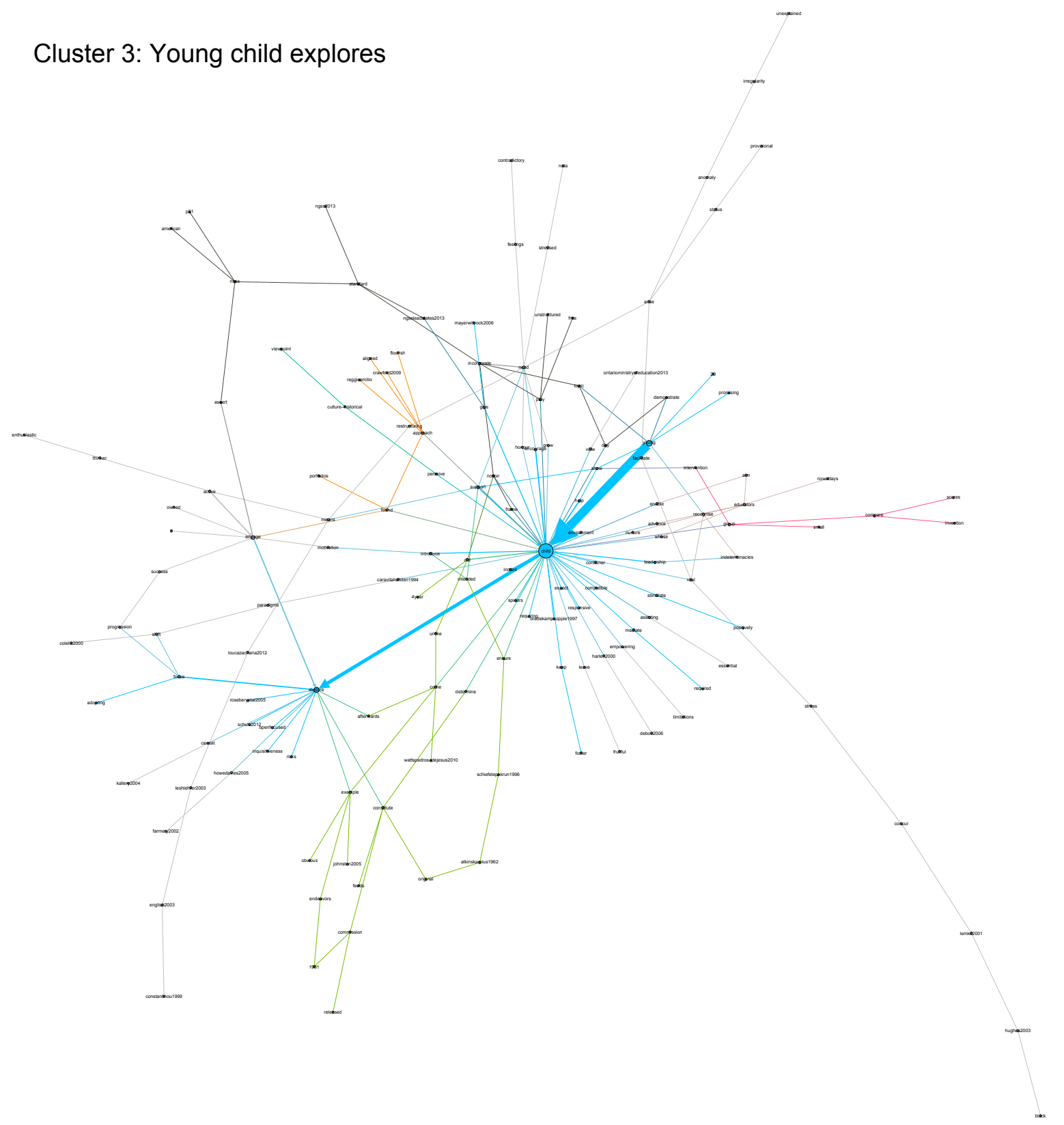
we used ‘fast-and-greedy community detection’ (Clauset, Newman and Moore, 2004) to find clusters of tightly knit words. These clusters were seen as representations of candidate themes.

Each of the following pages in this document contains one of these networked clusters as they appeared in our final Thematic Network Analysis. Each networked cluster corresponds to a theme shown Figure 2 (and, except for the first networked cluster, Figure 3) in the main document and can be seen as representations of the underlying linguistic structure of those themes.

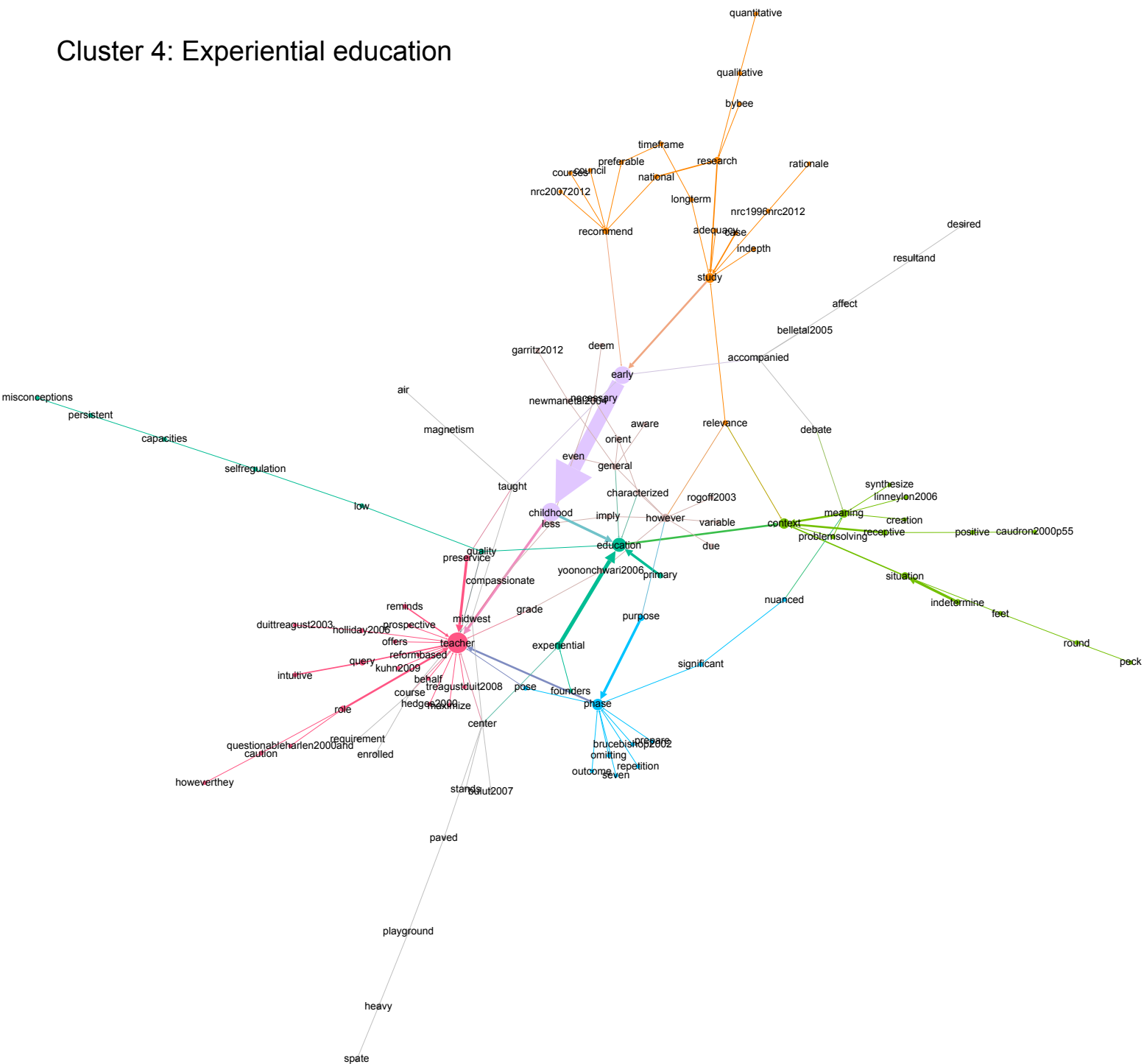


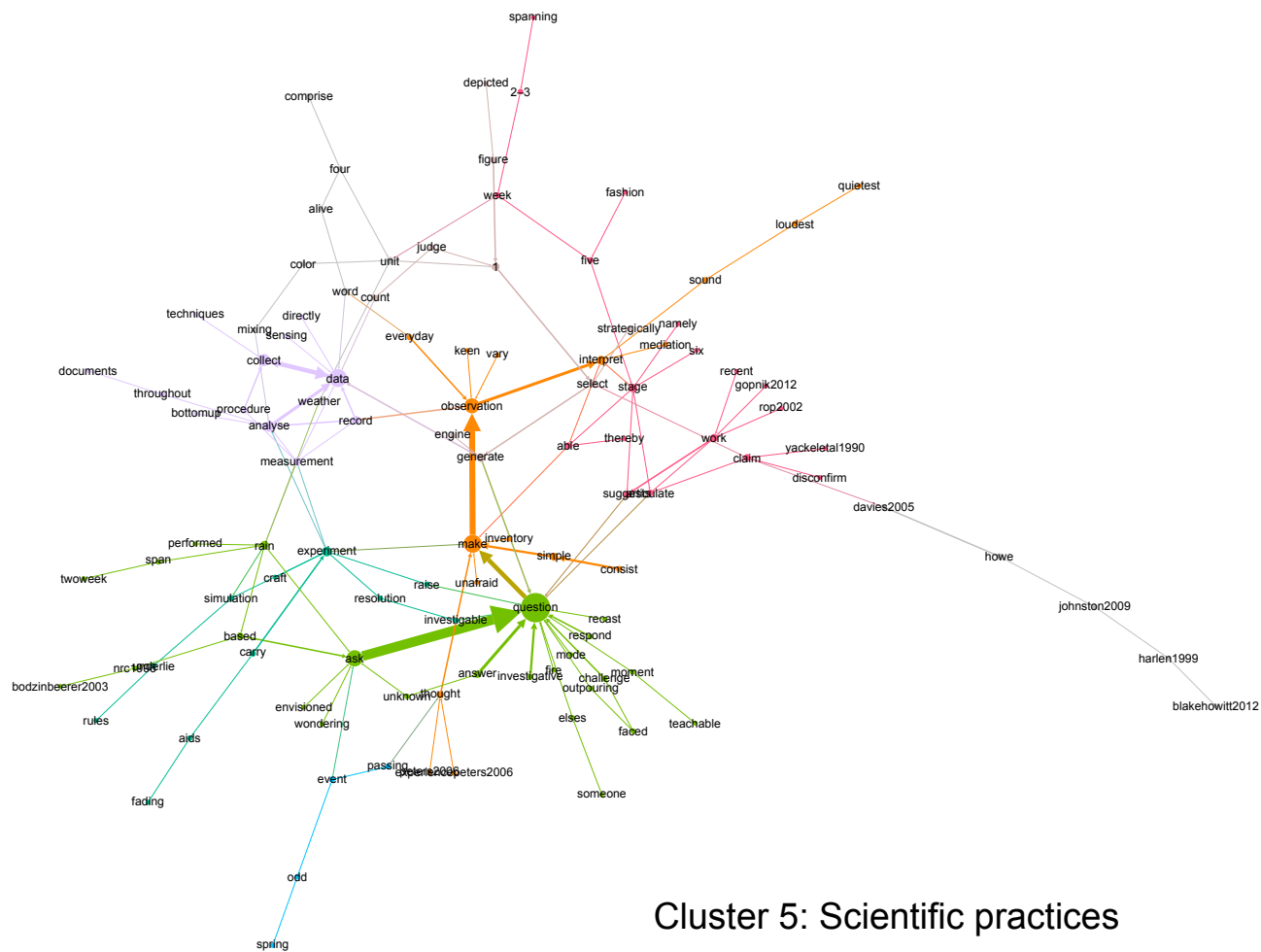


Cluster 3: Young child explores

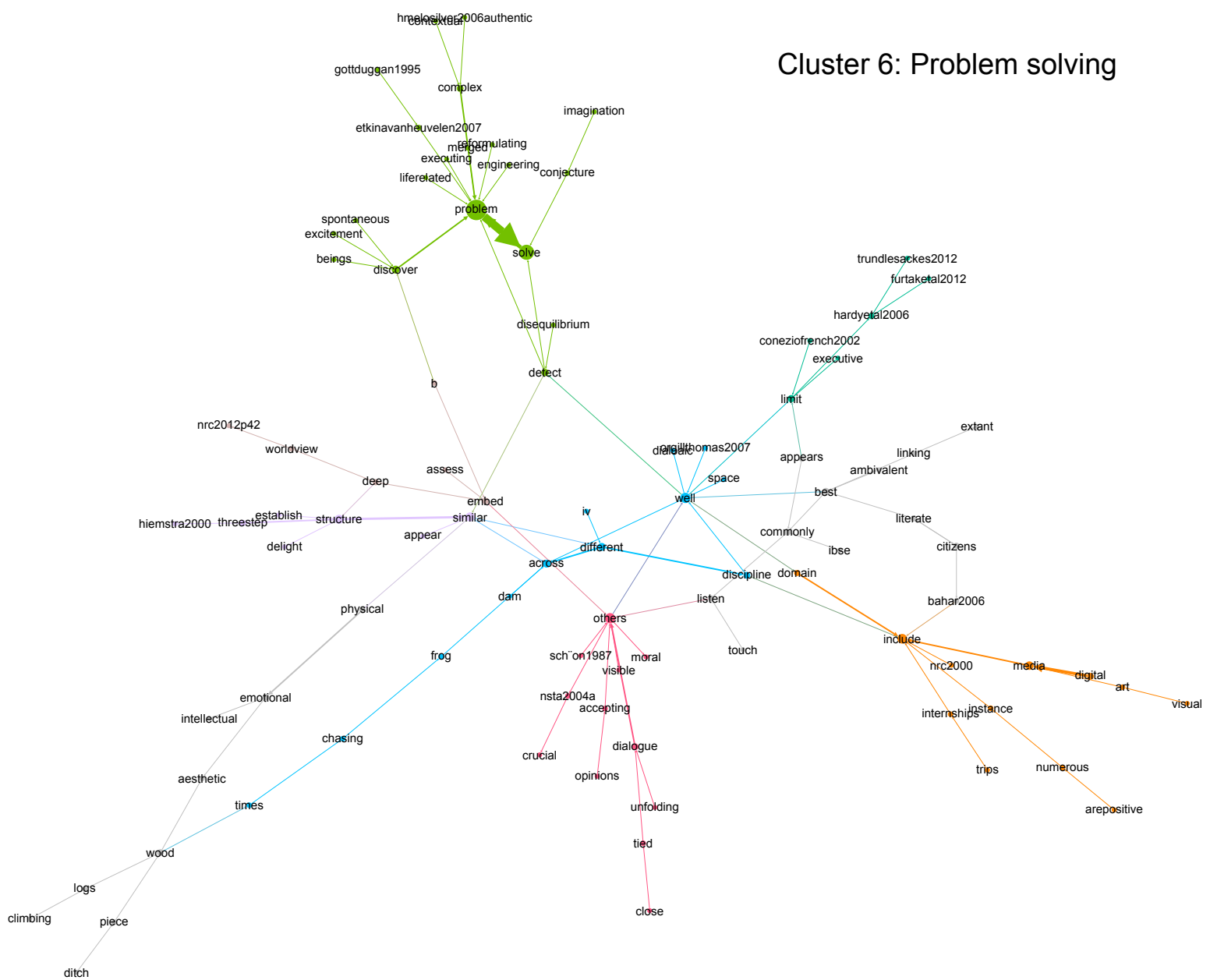


Cluster 4: Experiential education

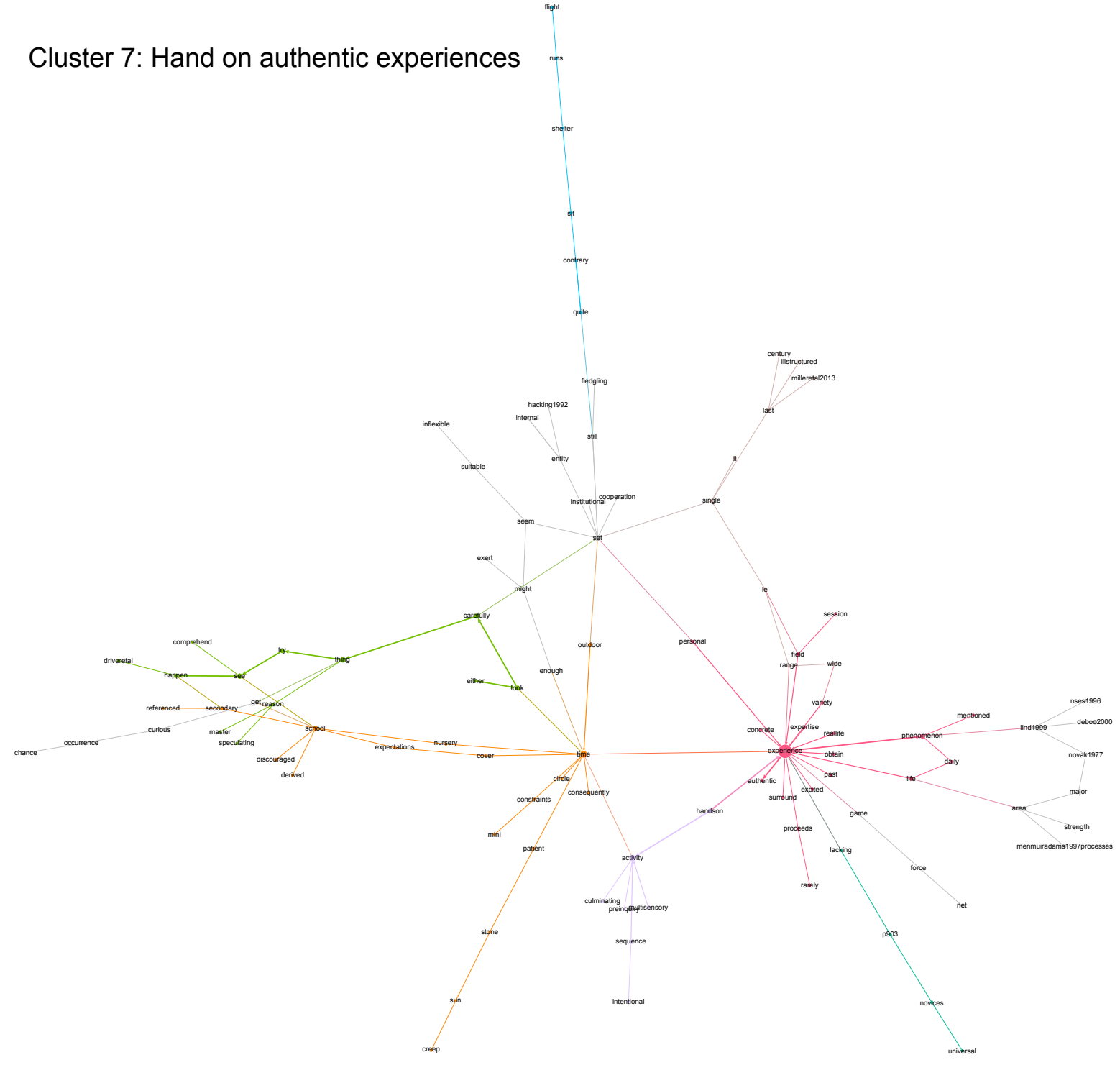




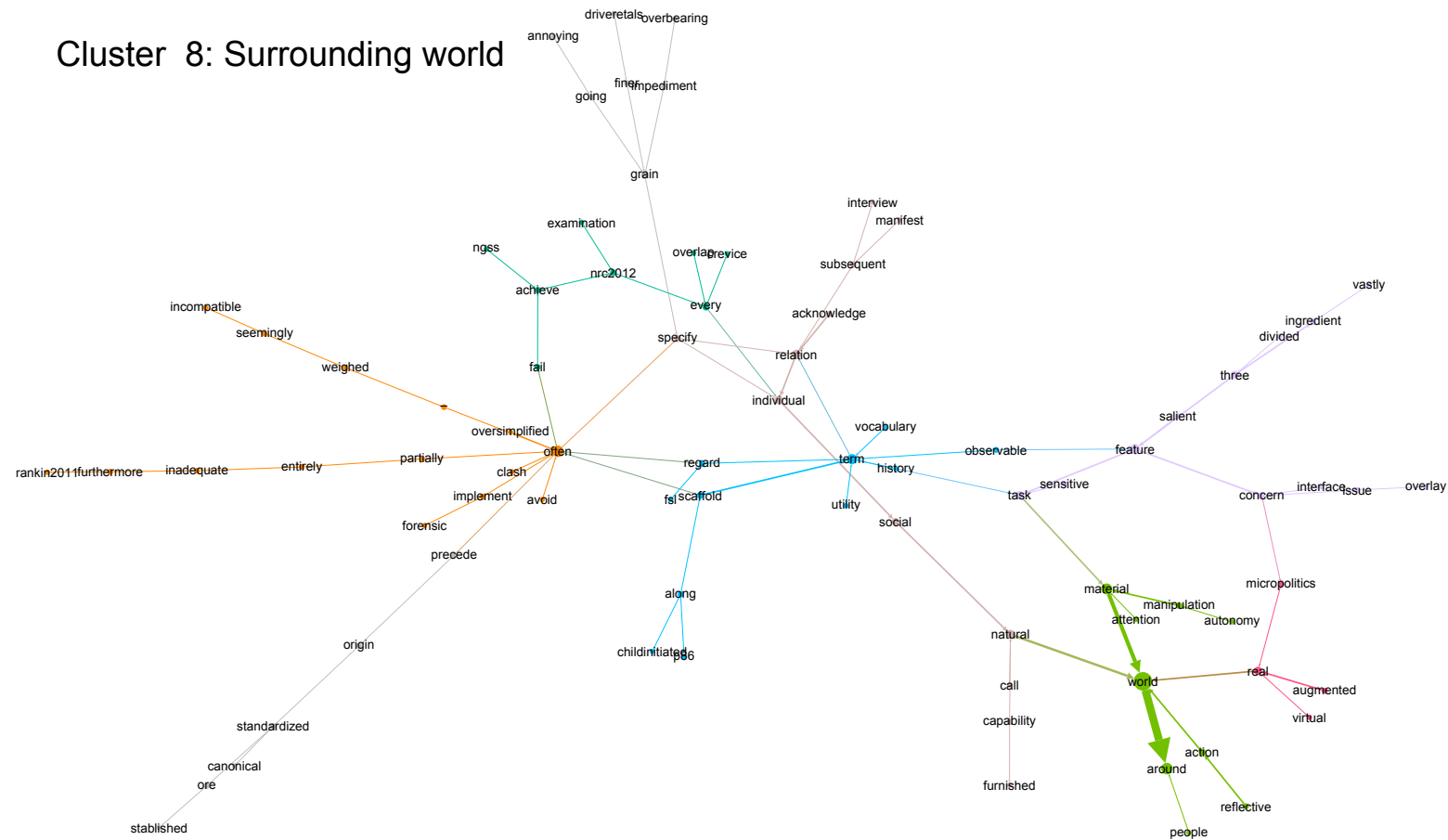
Cluster 6: Problem solving



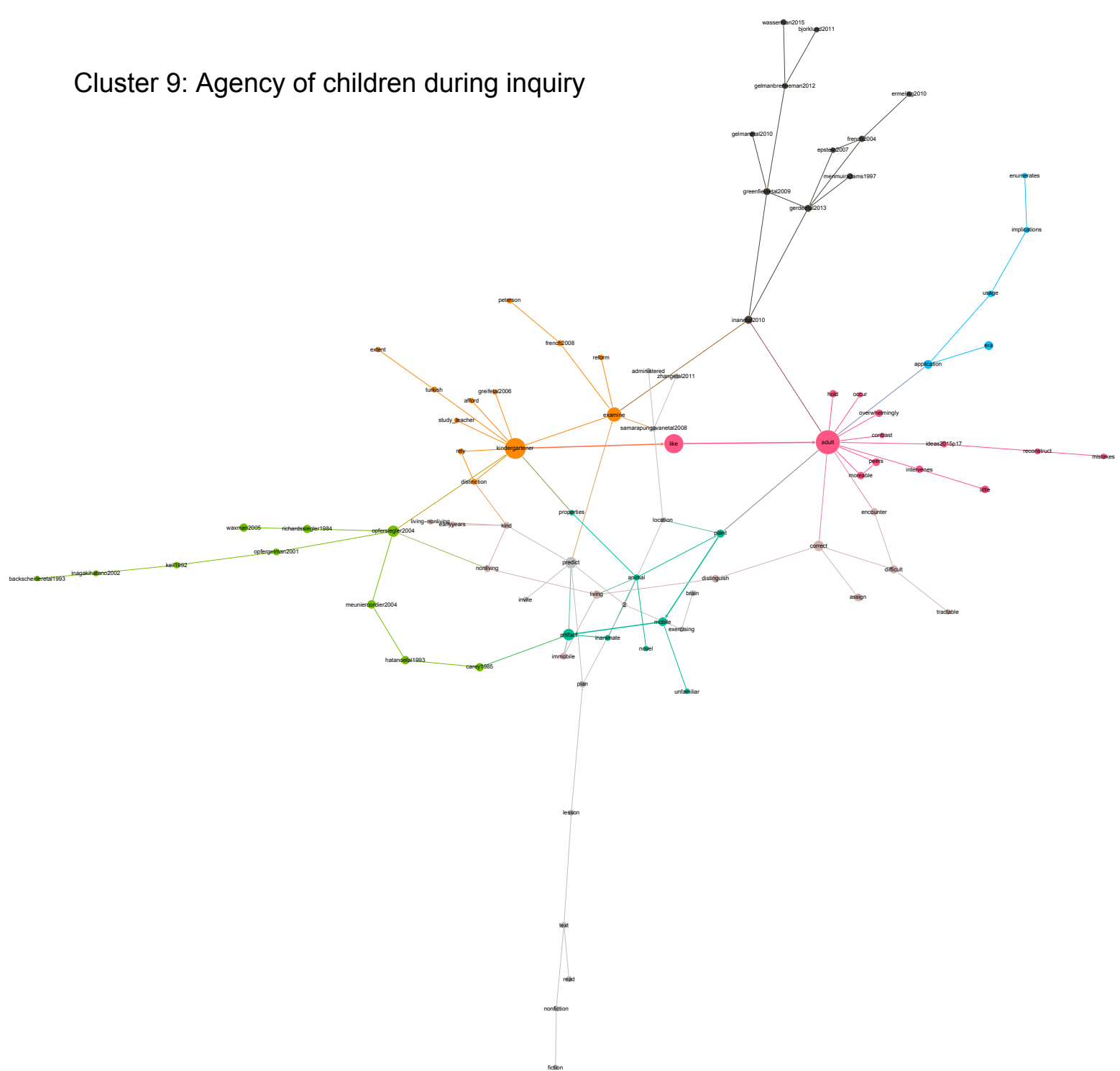
Cluster 7: Hand on authentic experiences

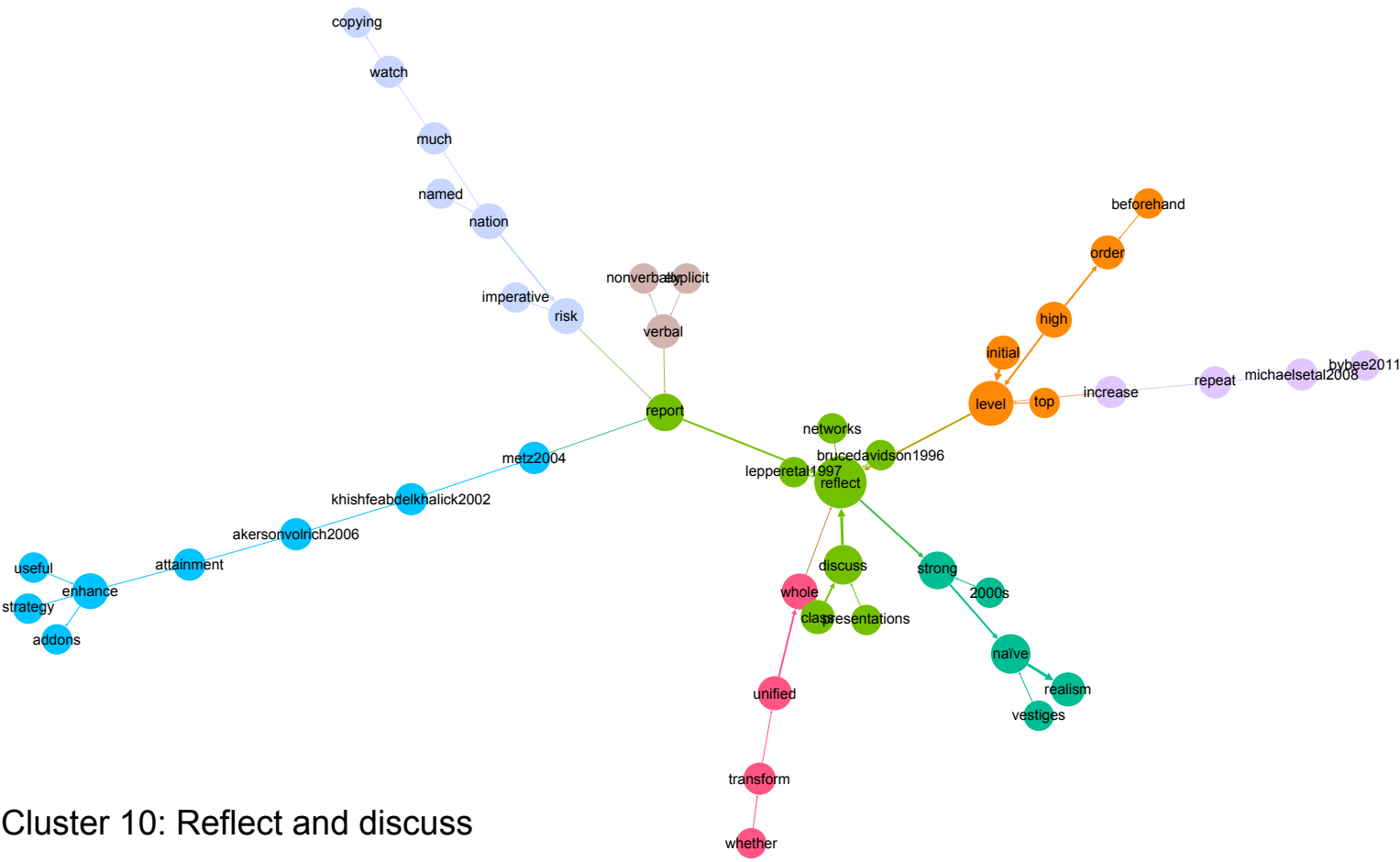


Cluster 8: Surrounding world



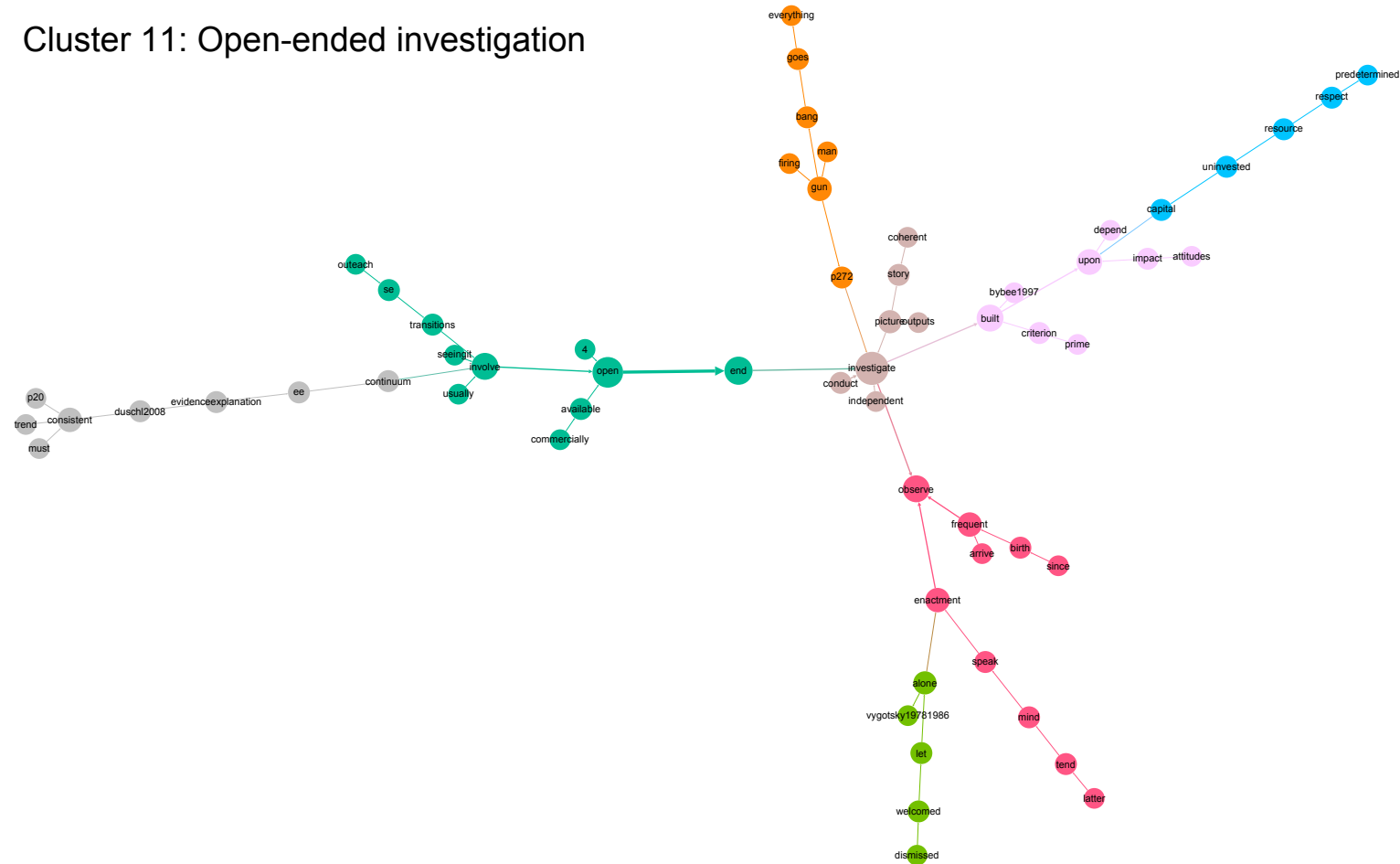
Cluster 9: Agency of children during inquiry



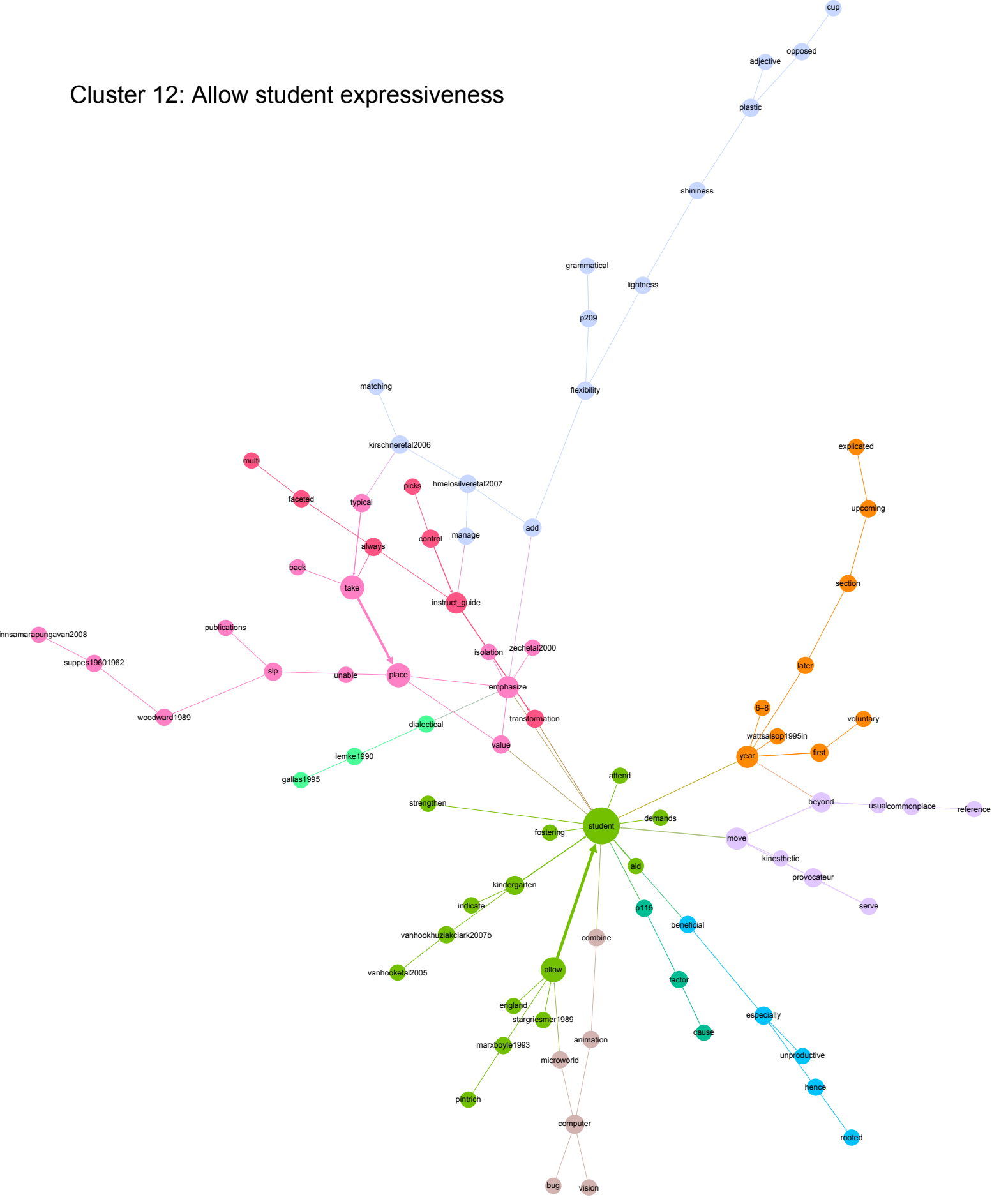


Cluster 10: Reflect and discuss

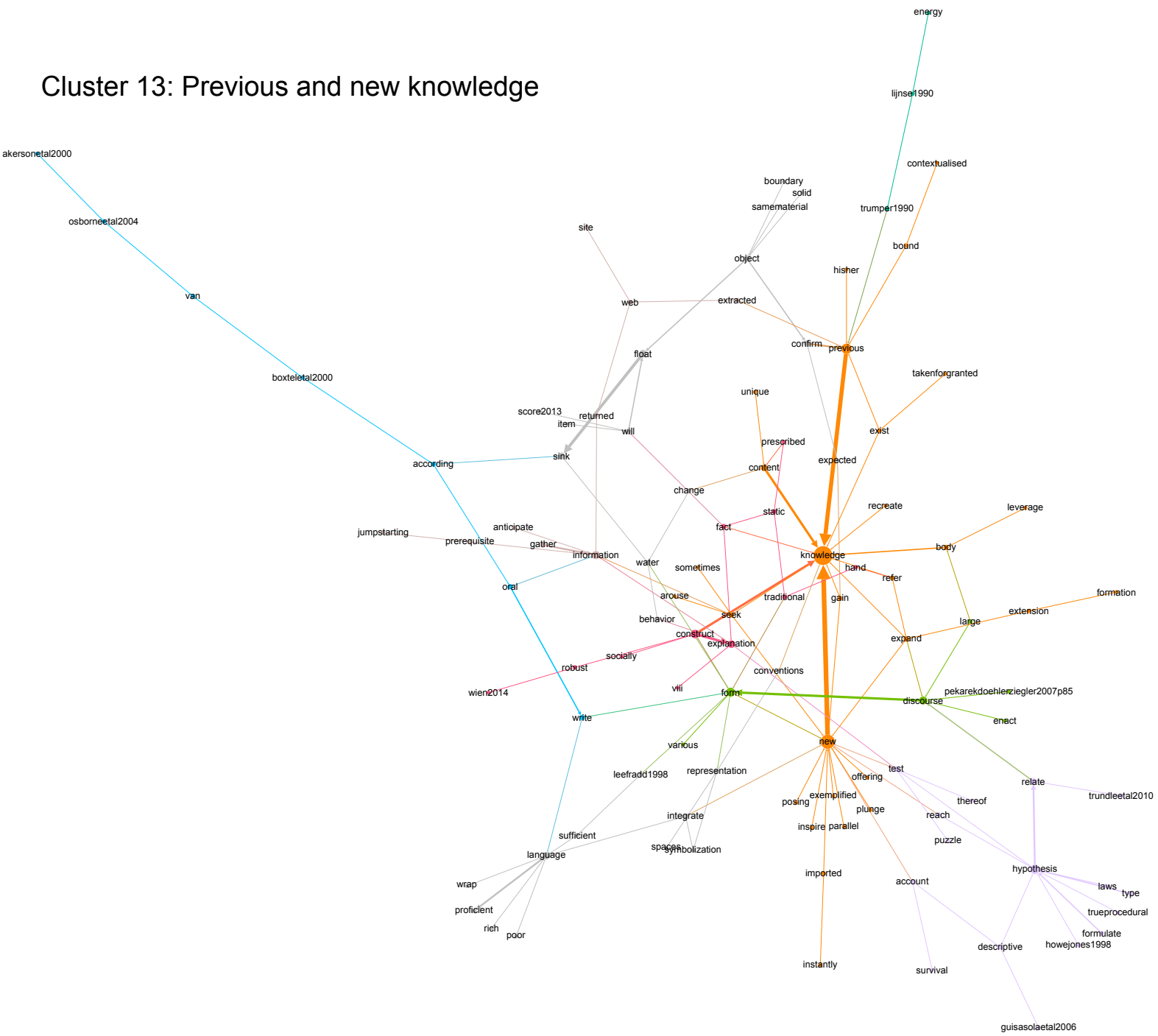
Cluster 11: Open-ended investigation



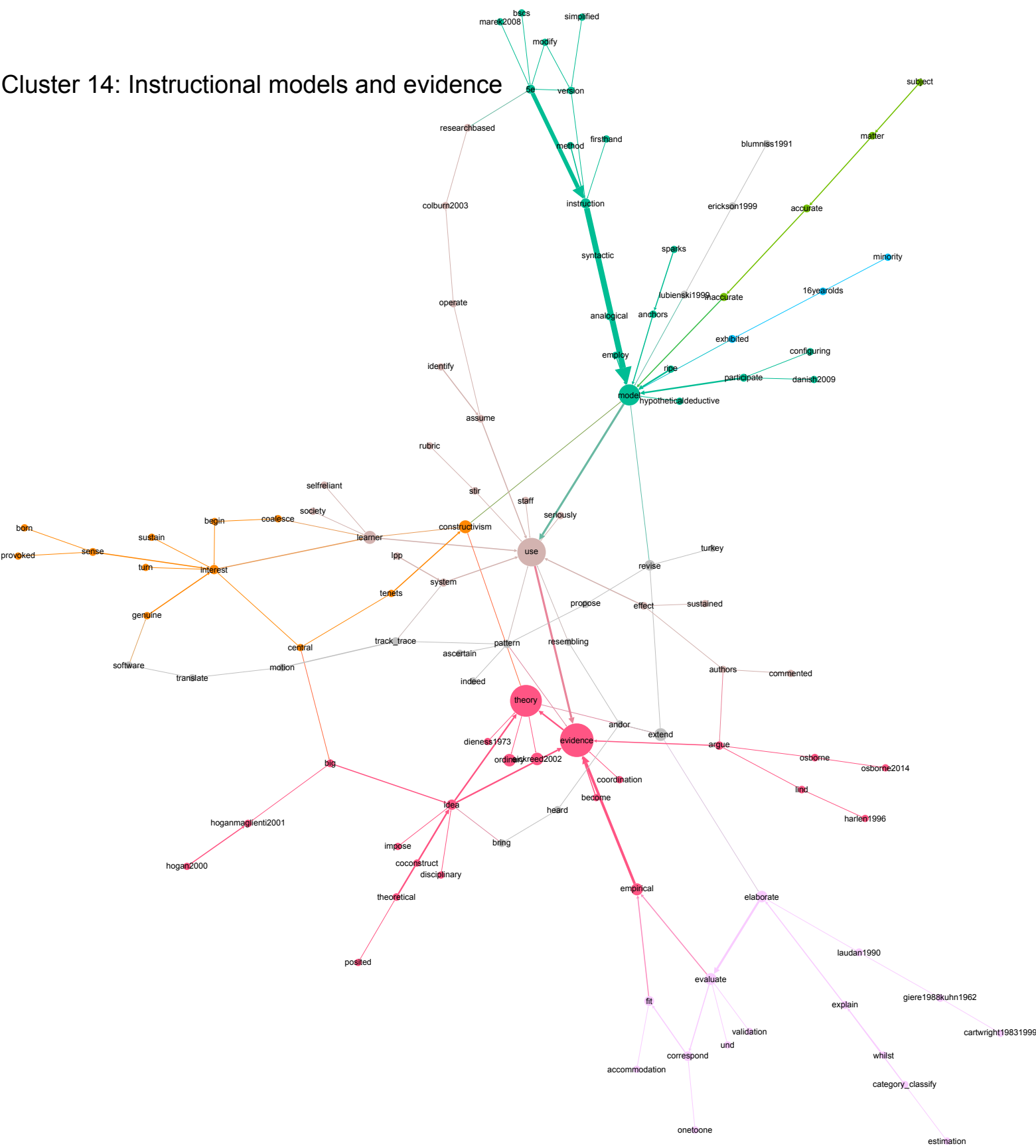
Cluster 12: Allow student expressiveness

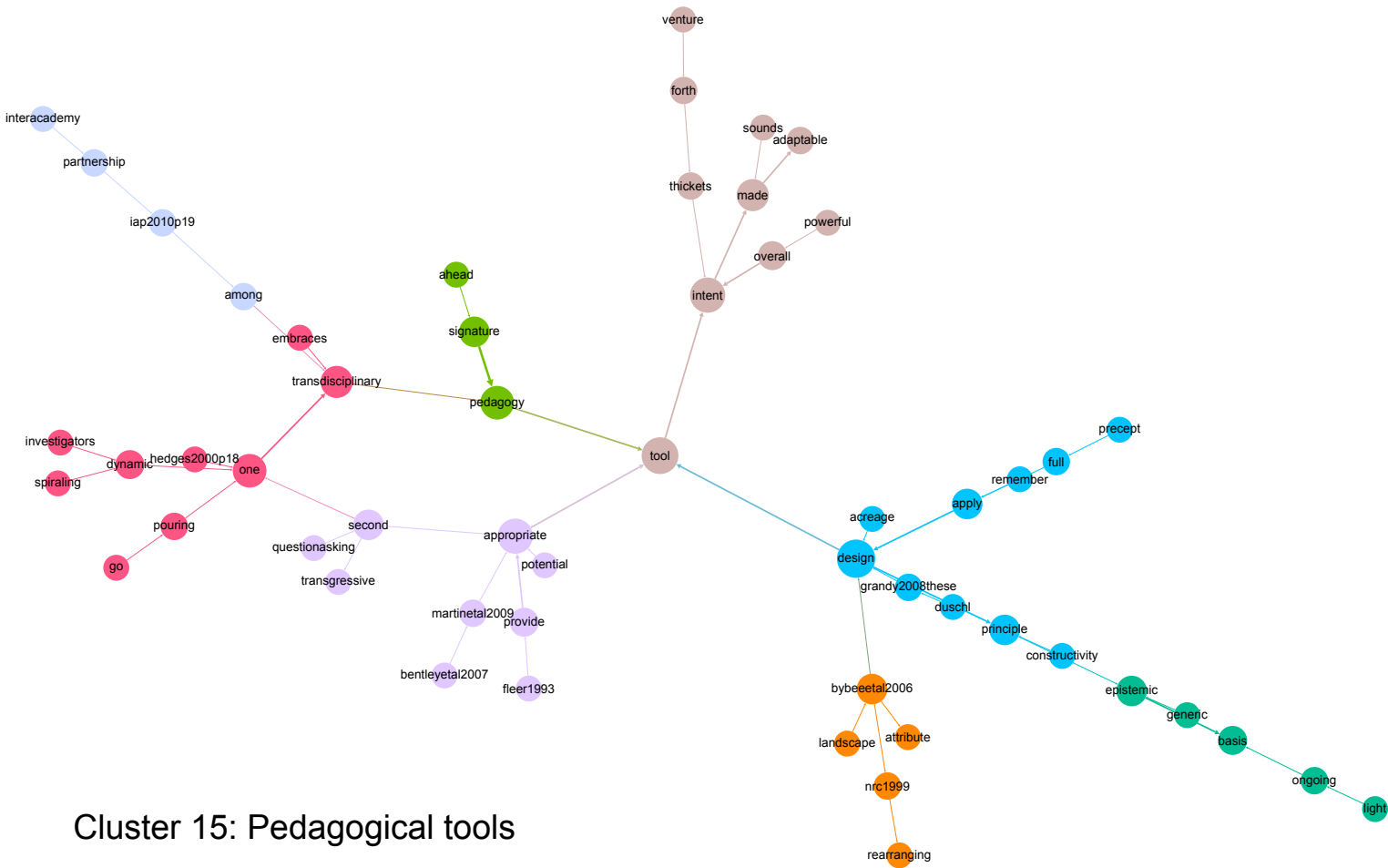


Cluster 13: Previous and new knowledge



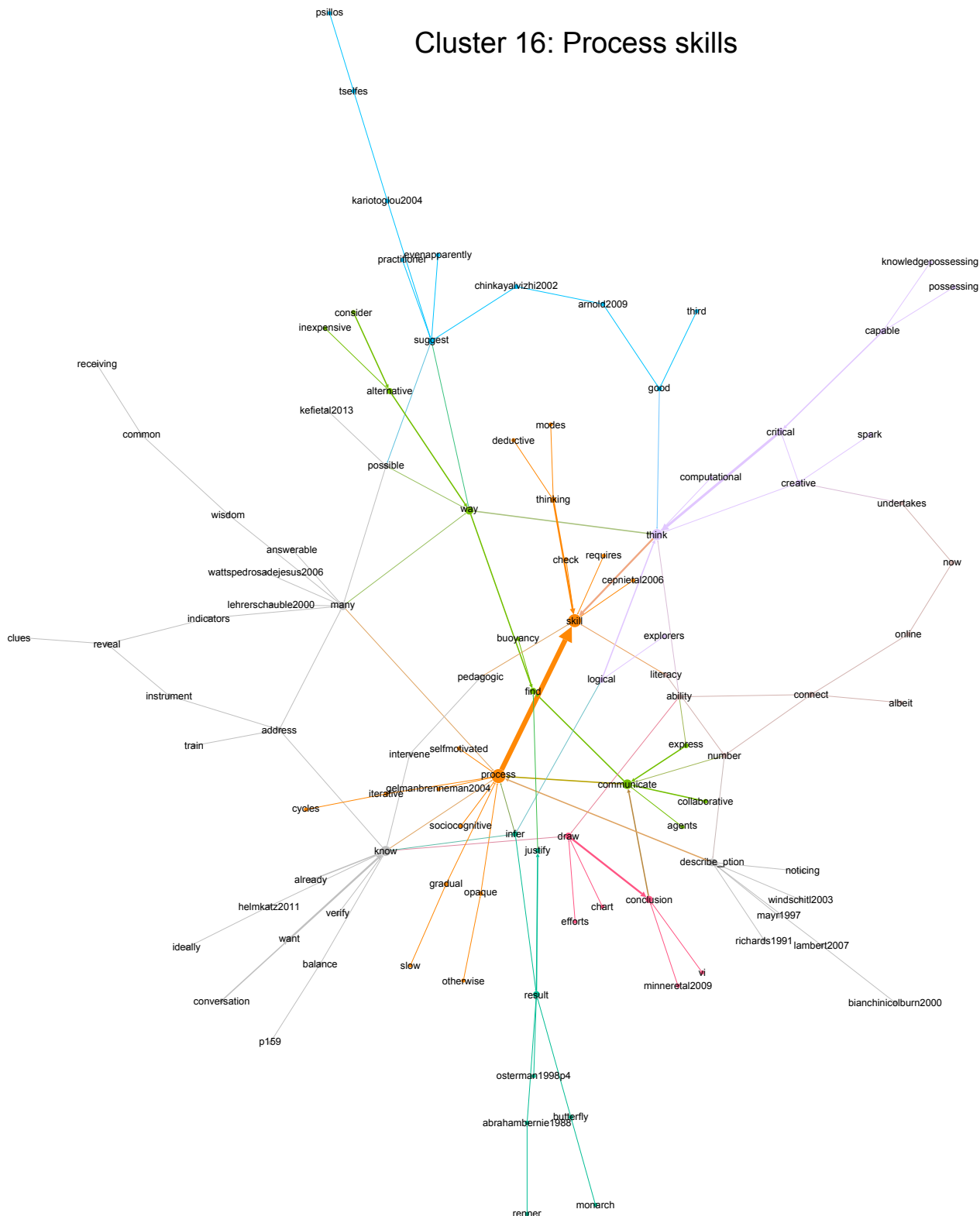
Cluster 14: Instructional models and evidence



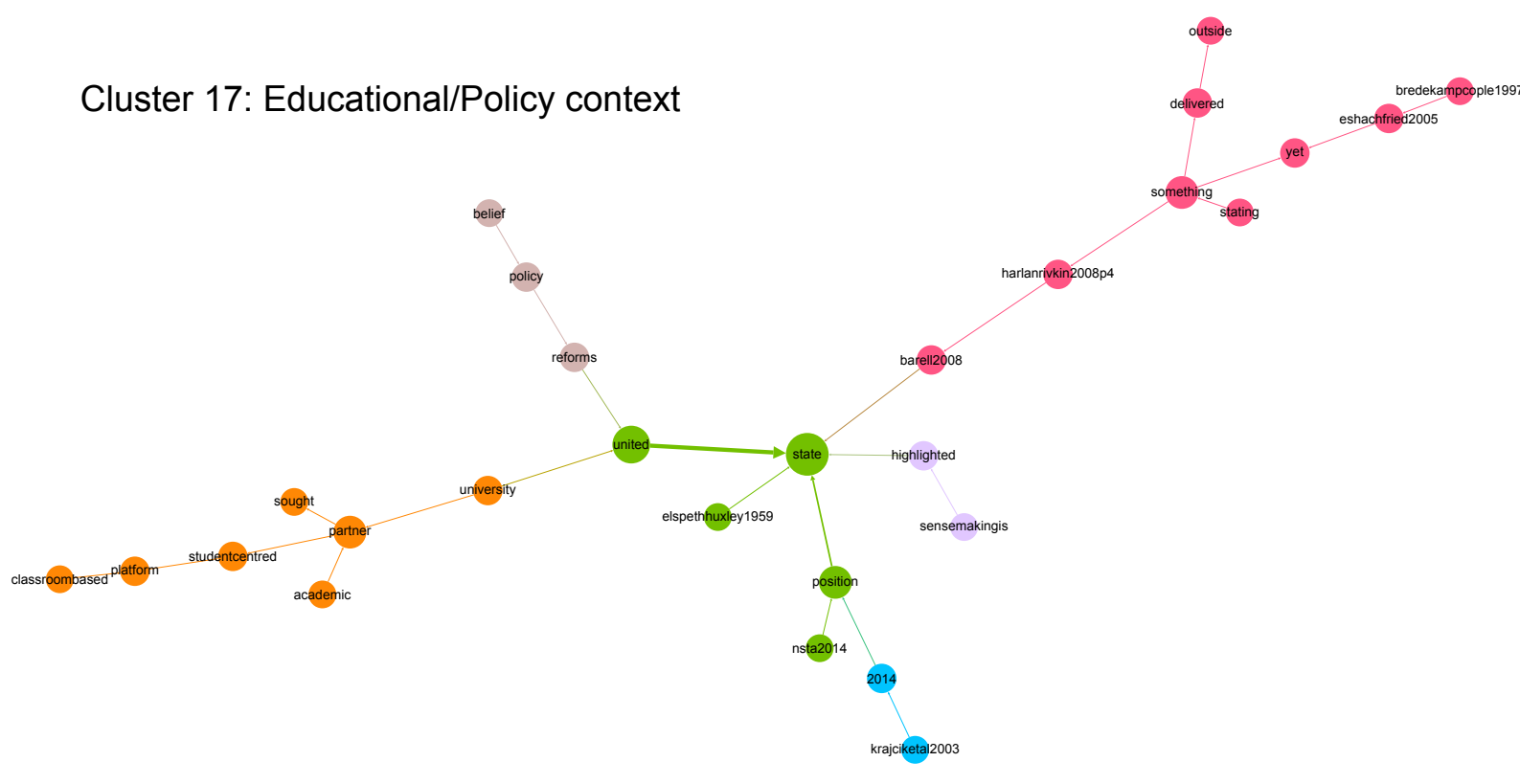


Cluster 15: Pedagogical tools

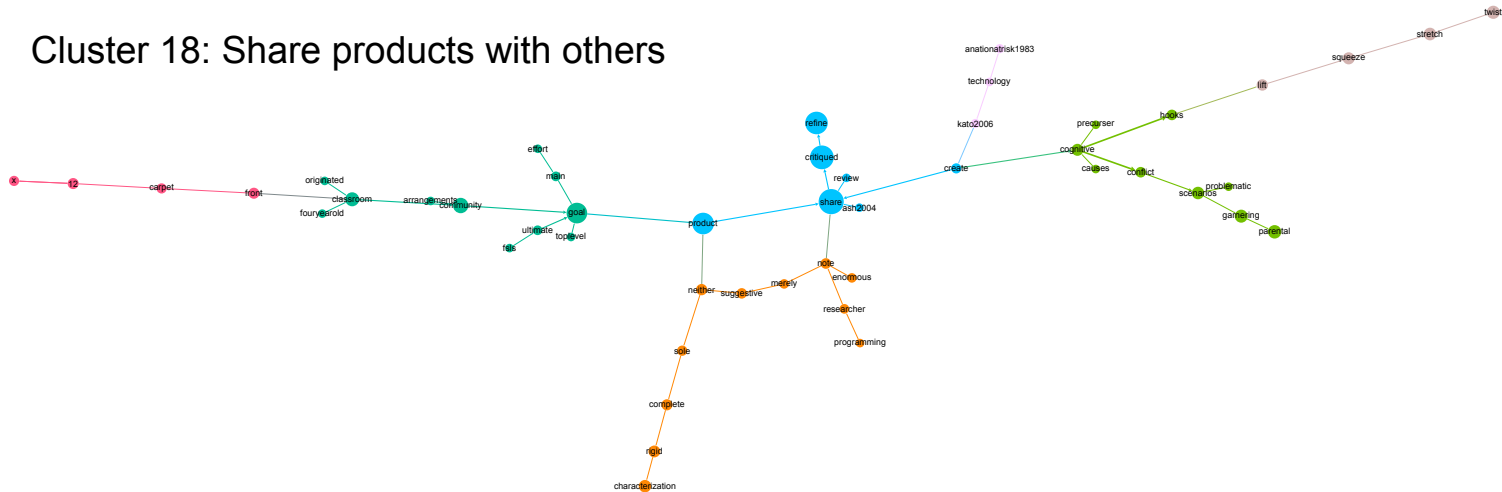
Cluster 16: Process skills

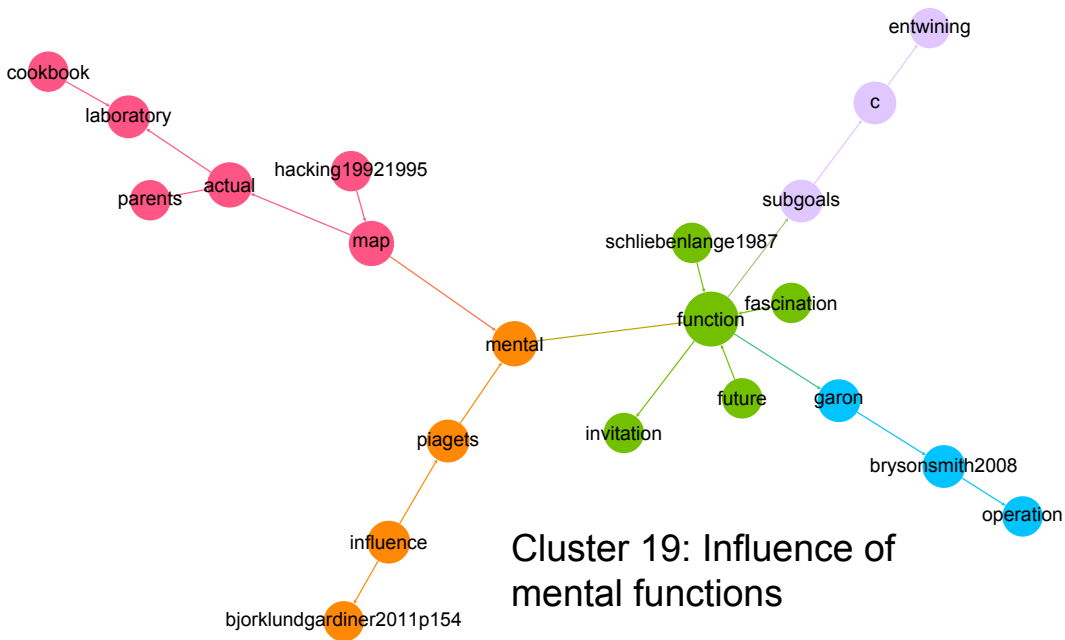


Cluster 17: Educational/Policy context



Cluster 18: Share products with others





Cluster 20: Inquiry not linear

