VENDREDI 21 NOVEMBRE

CONFÉRENCE DE JUDITH LEDERMAN, NORMAN LEDERMAN,
PER-OLOF WICKMAN & LOTTA NYQVIST DE 9H00 À 10H30

An International, Systematic Investigation of the Relative Effects of Inquiry

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The purpose of this investigation was to systematically study the relative effects of direct instruction, inquiry-oriented instruction, and a mixture of the two approaches with eighth grade science students. The design involved an international collaboration between the Illinois Institute of Technology and the Stockholm University so that the findings would be more globally generalizable. The results do not support the current contention that there is a difference between the relative effects of direct and inquiry-oriented instruction. With respect to subject matter knowledge, there was no difference among the three instructional approaches. The same was true for outcome variables related to attitudes toward science. A delayed posttest was also conducted to see if there were long-term differences across instructional approaches, but the results remained insignificant across treatments. Alternative explanations are possible related to the restrictions of scientifically-based research designs applied to educational settings.