

# **INQUIRY- BASED PRACTICE IN SOCIAL STUDIES EDUCATION**

**UNDERSTANDING THE  
INQUIRY DESIGN MODEL**

SECOND EDITION

**S.G. GRANT  
KATHY SWAN  
JOHN LEE**

# Education And Social Inquiry

**Jeannie Oakes, John Rogers**



## **Education And Social Inquiry:**

Education and Social Inquiry Allan C. Ornstein, 1978

**Mixed Methods in Social Inquiry** Jennifer C.

Greene, 2007-10-26 This is an excellent addition to the literature of integrated methodology. The author has skillfully integrated diverse ways of thinking about mixed methods into a comprehensive and meaningful framework. By providing detailed examples, she makes it easy for both the students and the practitioners to understand the intricate details and complexities of doing mixed methods research. On the other hand, by comparing contrasting and bridging multiple perspectives about mixed methods, she has made this book very relevant and useful to seasoned scholars of mixed methodology. Abbas Tashakkori, Frost Professor and coordinator educational research and evaluation methodology, Department of Educational and Psychological Studies, Florida International University, founding coeditor, *Journal of Mixed Methods Research*.

**Learning Power** Jeannie Oakes, John Rogers, 2006-04-24 In cities across the nation, low-income African American and Latino parents hope their children's education will bring a better life. But their schools typically are overcrowded, ill equipped, and shamefully understaffed. This work offers a radical approach to school reform that stresses grassroots public activism.

**Learning Power** Jeannie Oakes, John Rogers, 2006-04-24 In cities across the nation, low-income African American and Latino parents hope that their children's education will bring a better life. But their schools typically are overcrowded, ill equipped, and shamefully understaffed. Unless things change dramatically, more than half the students will never graduate, and many will face a life of poverty wage work. *Learning Power* documents a radical approach to school reform that includes grassroots public activism informed by social inquiry as the best way to realize Brown v Board of Education's promise of education on equal terms. Activist young people, teachers, parents, and community organizations working to improve schools in our nation's poorest neighborhoods. The voices, images, and actions of people who are organizing to fight for better schools. A comprehensive critique of the prevailing logic of American schooling and an alternative logic based on justice and participatory democracy. Here are the best arguments against those who want to give up on public schools in America. Read *Learning Power* for clear examples of how ordinary people can influence schooling through their organizing and social critique.

**Transforming Social Inquiry, Transforming Social Action** Francine T. Sherman, William R. Torbert, 2012-12-06 John F. Kerry, United States Senator. If we are to reinvigorate and reinforce civic participation in this country at a time when our society is increasingly fragmented and highly technologically based, we must find a way to unite distinct communities such as universities, regional and non-profit organizations, and families. We must find ways to link academicians, students, teachers, and professionals with the reality of events and circumstances so that theories and ideas mightily pursued within the ivory tower are connected to social reality and useful. As the editors and contributors in this volume point out, the way to bridge theory-practice divide is not merely to interpret and report on circumstances of the real world but rather to deconstruct the separate and distinct communities that exist within our society and actively engage

other communities to realize a continuum of mutual understanding collaboration and action It is crucial to include our nation s public schools in this new approach of social inquiry and social action Improving and creating educational opportunity for all children in the United States has been an ongoing critical federal issue We know that when children achieve in school they have a much greater chance of living healthy productive adult lives that will benefit themselves and society and we know that increasing the base of stakeholders in children s education yields those positive results Dewey and Goldman on Social Inquiry and Education Christopher Aaron Anderson,2002 **Social Inquiry and Social Education** Frederick John Hunt,1975 **Inquiry-Based Practice in Social Studies Education** S.G. Grant,Kathy Swan,John Lee,2022-09-15 Now in its second edition Inquiry Based Practice in Social Studies Education Understanding the Inquiry Design Model presents a conceptual base for shaping the classroom experience through inquiry based teaching and learning Using their Inquiry Design Model IDM the authors present a field tested approach for ambitious social studies teaching They do so by providing a detailed account of inquiry s scholarly roots as well as the rationale for viewing questions tasks and sources as inquiry s foundational elements Based on work done with classroom teachers university faculty and state education department personnel this book encourages readers to transform classrooms into places where inquiry thrives as everyday practice The second edition includes a new chapter highlighting three ways that the blueprint acts as an assessment and curriculum system and includes updated and enhanced references throughout the book Both pre service and in service teachers are sure to learn strategies for developing the reinforcing elements of IDM from planning inquiries to communicating conclusions and taking informed action The updated curricular and pedagogical examples included make this practical book essential reading for researchers students of pre service and in service methods courses and professional development programs

**Proceedings of the International Conference on Learning and Advanced Education (ICOLAE 2022)** Mauliy Halwat Hikmat,Yasir Sidiq,Naufal Ishartono,Yunus Sulistyono,Patmisari,Susiati,2023-08-29 This is an open access book The COVID 19 pandemic in the last two years has influenced how educational system works Online learning became the primal policy taken by all institutions in the world to lower the risk of the virus spread Despite the drawbacks of the online learning teachers and students were accustomed with the distant learning through web meetings Learning Management Systems LMS and other online learning platforms In that time topics under digital learning and education 5 0 were the main stakes in academic disseminations This year some institutions start to conduct their teaching and learning process classically as before the pandemic others are still continuing online and not few are in hybrid This leaves a question what learning reform should be made in post pandemic era This conference invites researchers experts teachers and students to discuss the coping solutions of the question It is important for them to contribute to the understanding of re imaging online education for better futures innovative learning design new skills for living and working in new times global challenge of education learning and teaching with blended learning flipped learning integrating life skills for students in the curriculum developing educators for

the future distance learning humanities learning in the digital era assessment and measurement in education challenges and transformations in education technology in teaching and learning new learning and teaching models Not limited to these scholars may add another interesting topic related to learning reform in post pandemic era to present

**Journal of the Statistical and Social Inquiry Society of Ireland**, 1876 Covers 8th session

**Action-research and the Nature of Social Inquiry** Richard Winter, 1987

*Foundations for Research* Kathleen B. deMarrais, Stephen D. Lapan, 2003-10-03 Acquaints students and beginning researchers with a broad view of research methodologies and the assumptions that informs each approach Text for introductory research courses in the professional fields and social sciences

**Inquiry in Social Studies** Byron G. Massialas, C. Benjamin Cox, 1971

Evidence and Public Good in Educational Policy, Research and Practice Mustafa Yunus Eryaman, Barbara Schneider, 2017-06-22 This volume draws together interdisciplinary approaches from political philosophy social work medicine and sociology to analyze the theoretical foundations and practical examples of evidence based and evidence informed education for the public good It presents a range of conceptions of the evidence based and evidence informed education and a justification for why the particular examples or issues chosen fit within that conception for the sake of public good It explores the current literature on evidence based and evidence informed educational policy research and practice and introduces a new term evidence free meaning actions of some policymakers who disregard or misuse evidence for their own agenda The demands about the quality and relevance of educational research to inform the policy and practice have been growing over the past decade in response to the Evidence Based Education movement However the literature is yet to tackle the question of the interrelationships between evidence research policy and practice in education for the public good in an international context This book fills that gap

**XV International Scientific Conference "INTERAGROMASH 2022"** Alexey Beskopylny, Mark Shamtsyan, Viktor Artiukh, 2023-02-24 The book contains proceedings of the XV International Scientific Conference INTERAGROMASH 2022 Rostov on Don Russia This conference is dedicated to the innovations in the field of precision agriculture robotics and machines as well as agriculture biotechnologies and soil management It is a collection of original and fundamental research in such areas as follows unmanned aerial systems satellite based applications proximal and remote sensing of soil and crop positioning systems geostatistics mapping and spatial data analysis robotics and automation Potential and prospects for the use of hydrogen in agriculture for example in high performance tractors with hybrid electric transmission are disclosed in the research works of scientists from all over the world It also includes such topics as precision horticulture precision crop protection differential harvest precision livestock farming controlling environment in animal husbandry and other topics One of the important issues raised in the book is to ensure the autonomy of local farms The topic of the impact of the agro industrial sector on the environment also received wide coverage Ways to reduce the burden on the environment are proposed and the use of alternative fuels and fertilizers is suggested The research results presented in this book cover the experience and the latest

studies on the sustainable functioning of agribusiness in several climatic zones The tundra and taiga forest steppe the steppe and semi desert all this is a unique and incredibly demanded bank of information the main value of which is the real experience of the functioning of agribusiness in difficult climatic and geographic conditions These materials are of interest for professionals and practitioners for researchers scholars and producers They are used in the educational process at specific agricultural universities or during vocational training at enterprises and also become an indispensable helper to farm managers in making the best agronomic decisions

*Transnationalism, Gender and the History of Education* Deirdre Raftery, Marie Clarke, 2018-10-03 In the past decade historians have begun to make use of the optic of transnationalism a perspective used traditionally by social anthropologists and sociologists in their study of the movement and flow of ideas between continents and countries Historical scholarship has adopted this tool and in this book historians of education use it to add nuance and depth to research on gender and education and particularly to the education experiences of women and girls The book brings together a group of internationally regarded scholars who are doing important research on transnationalism and the social construction of gender with particular reference to education environments such as schools and colleges The book is therefore very much at the cutting edge of theoretical and methodological advances in the history of education This book was originally published as a special issue of the History of Education

*Improving K-12 STEM Education Outcomes through Technological Integration* Urban, Michael J., Falvo, David A., 2015-11-12 The application of technology in classroom settings has equipped educators with innovative tools and techniques for effective teaching practice Integrating digital technologies at the elementary and secondary levels helps to enrich the students learning experience and maximize competency in the areas of science technology engineering and mathematics Improving K 12 STEM Education Outcomes through Technological Integration focuses on current research surrounding the effectiveness performance and benefits of incorporating various technological tools within science technology engineering and mathematics classrooms

Focusing on evidence based approaches and current educational innovations this book is an essential reference source for teachers teacher educators and professionals interested in how emerging technologies are benefiting teaching and or learning efficacy

Approaches to Social Inquiry David Chadwick, New Zealand. Ministry of Education, 2008-01-01 **The Professionalization of Social Inquiry and the Decline of General Education** Victor Wei Kang Chen, 1983 **History**

**Education and Historical Inquiry** Bob Bain, Arthur Chapman, Alison Kitson, Tamara Shreiner, 2024-04-01 Inquiry plays a vital role in history as a discipline which constructs knowledge about the past and it is a vital organizing principle in history education in many countries around the world Inquiry is also much debated however and although it has prominent contemporary advocates around the world it also has prominent critics in education studies This volume in the International Review of History Education explores the role of historical inquiry in history curricula and in history classrooms and addresses a series of linked questions including the following What does historical inquiry mean in history classrooms What

forms does classroom based historical inquiry take and to what extent is it understood in differing ways in different contexts What do we know about the affordances and constraints associated with inquiry based learning in history what is the evidence of the effectiveness or ineffectiveness of inquiry based historical learning We address these questions in the volume by presenting seventeen papers from eight different international contexts exploring historical inquiry that will be of interest both to history teachers curriculum designers and history education researchers seven papers from England three from the US two from Sweden and one each from Argentina Australia Belgium Canada and Singapore The volume adds to our knowledge about teachers thinking about inquiry and teachers inquiry practices It adds to our knowledge about the impact and value of inquiry in developing children s historical learning It also explores the challenges that implementing inquiry can present for history teachers and provides support for implementation and examples of successful practice

**ENDORSEMENT** A wonderful overview of the global story of historical inquiry Canvassing everything from finding opportunities to teach history through all levels of education through to the complexities of navigating different views on the past inside and outside of the classroom History Education and Historical Inquiry provides a practical and empowering approach for educators around the world Recommended reading for anyone who wants to feel the support of educators from around the world in strengthening the place of inquiry in complex times

Marnie Hughes Warrington University of South Australia

## Unveiling the Magic of Words: A Review of "**Education And Social Inquiry**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Education And Social Inquiry**," a mesmerizing literary masterpiece penned by way of a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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