

Abstract Submitted
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Impact of Inquiry-Based Learning on Attitudes and Science Content Knowledge of Elementary School Teachers and Students¹ PETER SHELDON, PEGGY SCHIMMOELLER, Randolph College (founded as Randolph-Macon Woman's College) — We report on a research project studying the influence of hands-on and inquiry-based learning in K-8 classrooms. We designed learning experiences for teachers that included significant hands-on and inquiry-based lessons, and designed instruments to test attitudes and content knowledge. The lessons are meant to address topics of state and national learning standards. Teachers were invited to take part in a pilot program in the summer of 2006, and we hope to continue the project over the next few years. We will report on the activities developed, the attitudes toward and achievement in science, and any changes that were seen after learning science through active learning. Resources can be found on the project website, <http://tnst.randolphcollege.edu>.

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