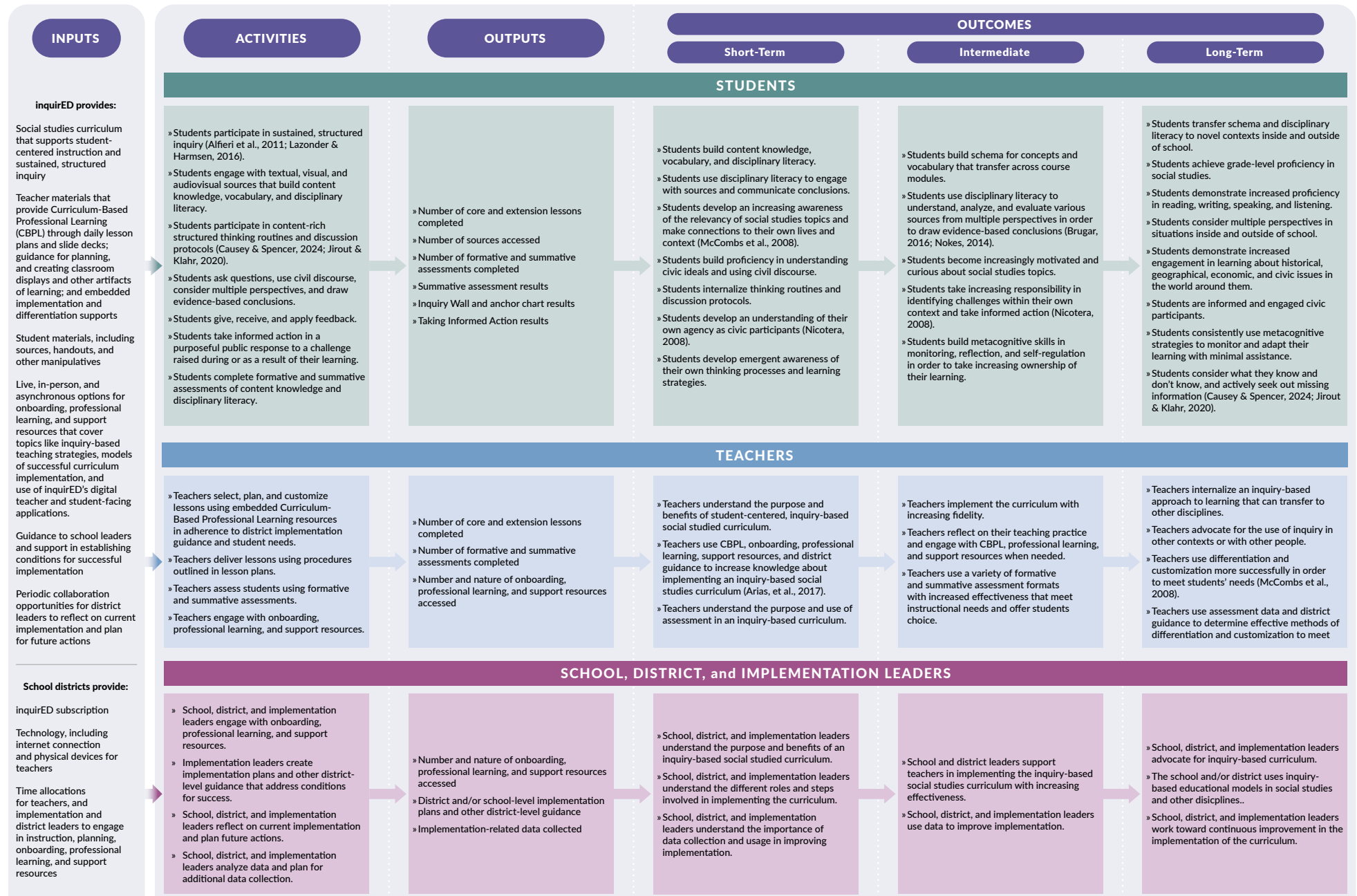


Inquiry Journeys Logic Model

Problem Statement: Inquiry-based pedagogy holds enormous promise for students in terms of building content knowledge, disciplinary literacy, and engagement. However, few teachers use or have access to high-quality instructional materials that enable them to effectively implement inquiry in the social studies classroom. inquirED's Inquiry Journeys addresses this need with an inquiry-based social studies curriculum that centers students and builds their knowledge and disciplinary literacy over a series of sustained, structured investigations.



References

1. Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning?. *Journal of Educational Psychology*, 103(1), 1-18.

"With the random effects analysis, the 56 studies had a mean effect size of $d = .30$ (95% CI = .15/.44), indicating that enhanced-discovery methods led to greater learning than did comparison methods of instruction."
2. Arias, A. M., Smith, P. S., Davis, E. A., Marino, J. C., & Palincsar, A. S. (2017). Justifying predictions: Connecting use of educative curriculum materials to students' engagement in science argumentation. *Journal of Science Teacher Education*, 28(1), 11-35. <https://doi.org/10.1080/1046560X.2016.1277597>

"In conclusion, the differences between the classrooms in which teachers had the educative features and the classrooms in which teachers did not have the educative features suggest that educative curriculum materials can influence student learning of science practices integrated with science content."
3. Brugar, K. A. (2016). Teaching social studies/history to elementary school students through a discipline-specific approach. *Journal of Education*, 196(2), 101-110. <https://doi.org/10.1177/002205741619600207>

"The explicit disciplinary instruction that focused on historical content, and included content area and disciplinary literacy skills and strategies, enabled students to effectively explore historical content during the unit and demonstrate content knowledge on the post-assessments."
4. Causey, C., & Spencer, A. (2024). Student-generated questions: An exploration of an instructional strategy with young children. *Thinking Skills and Creativity*, 53, 101608. <https://doi.org/10.1016/j.tsc.2024.101608>

"This study reveals a positive and statistically significant improvement in the pattern of student questions between the pre-and post-test, indicating a positive development in their questioning skills."
5. Jirout, J., & Klahr, D. (2020). Questions-and some answers-about young children's questions. *Journal of Cognition and Development*, 21(5), 729-753. <https://doi.org/10.1080/15248372.2020.1832492>

"We found that even preschoolers could generate questions both for problem solving and learning, and they could identify the effectiveness of questions (i.e., whether they were helpful or not-helpful). Performance on all question-asking tasks improved between kindergarten and first grade..."
6. Lazonder, A. W., & Harmsen, R. (2016). Meta-analysis of inquiry-based learning: Effects of guidance. *Review of Educational Research*, 86(3), 681-718. <https://doi.org/10.3102/0034654315627366>

"The obtained findings confirm the first hypothesis that guidance has a significant positive effect on inquiry learning activities, performance success, and learning outcomes."
7. McCombs, B. L., Daniels, D. H., & Perry, K. E. (2008). Children's and teachers' perceptions of learner-centered practices, and student motivation: Implications for early schooling. *The Elementary School Journal*, 109(1), 16-35. <https://doi.org/10.1086/592365>

"As expected, young children's reports of their teachers' efforts to create positive interpersonal relationships ("My teacher cares about me") were related to their interests and perceived competencies, but so too were their perceptions of their teacher's motivational support ("My teacher asks me what I want to learn about") and facilitation of thinking and learning ("My teacher gives me work that makes me think hard")."
8. Nicotera, N. (2008). Building skills for civic engagement: Children as agents of neighborhood change. *Journal of Community Practice*, 16(2), 221-242. <https://doi.org/10.1080/10705420801998045>

"...young people in the sample increased their awareness of the need to help out in the neighborhood as well as their general sense that fixing problems in the neighborhood is the work of "everybody." Their recognition of their capacity to make change also increased as noted in plans for helping as they get older as well as in their willingness to take time out from an activity to help others."
9. Nokes, J. D. (2014). Elementary students' roles and epistemic stances during document-based history lessons. *Theory & Research in Social Education*, 42(3), 375-413. <https://doi.org/10.1080/00933104.2014.937546>

"one of the important findings of this study was that students saw themselves in a different, more actively critical role when participating in document-based lessons."

"However, one of the important findings of this study is that students, even as young as fifth grade, are able to think about history in ways that are more historian-like when they are given opportunities to work with documents to solve historical controversies and are taught explicitly about historical methods and heuristics."