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CURRICULUM AND
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**PRESERVICE SPECIAL EDUCATION TEACHERS' UNDERSTANDINGS,
ENACTMENTS, VIEWS, AND PLANS FOR SCIENTIFIC INQUIRY: ISSUES AND
HOPES (268 pp.)**

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This study examined the understandings, enactments, views, and plans for scientific inquiry held by preservice special education teachers enrolled in a K–8 general science methods course. Sixteen participants from four special education concentration areas—Mild to Moderate Educational Needs, Moderate to Intense Educational Needs, Mild to Moderate Educational Needs with Language Arts and Reading Emphasis, and Early Childhood Intervention—participated in this study. Qualitative data were collected from questionnaires, interviews, teaching videos, lesson plans, planning commentaries, and reflection papers. Data were analyzed using a grounded theory approach (Strauss & Corbin, 1990) and compared against the theoretical view of inquiry as conceptualized by the National Research Council (NRC, 2000). The participants held unique interpretations of inquiry that only partially matched with the theoretical insights provided by the NRC. The participants' previous science learning experiences and experiences in special education played an important role in shaping their conceptualizations of inquiry as learned in the science methods class. The impacts of such unique interpretations are discussed with reference to both science education and special education, and implications for teacher education are provided.