Models and Modeling Cycle

Scientific Reasoning

All of the teacher subgroups showed overall gains on the single tiered analysis of the LCTSR. The paired t-test gains were significant at p<0.05 (i.e., p=0.037).

RESULTS - Teachers

The two-tiered analysis’s paired t-test demonstrated that gains in reasoning were significant at p<0.05 (i.e., p<0.044).

Conclusions & Next Steps

Both the single-tier, two-tiered, and subskill analysis suggest that teachers who participated in the MoBILiSE Project workshop increased their scientific reasoning ability. Content knowledge also increased. ELL teachers demonstrated the greatest gains.

During the academic year treatment teachers are implementing the curriculum with pre/post test comparisons. A matched set of comparison teachers are assessing their students for comparisons.

References