

Engaging in Design-Based Research to Support Integrated Curriculum for Literacy and Science

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Abstract

This paper offers insights into the affordances and tensions of design-based research as two university educational researchers and two elementary teachers co-construct their knowledge of integrating digital text in science and literacy instruction. In this paper we spotlight our experience in the research process with them and the dialogical processes between the teachers and the researchers. The teachers were interviewed at the beginning and end of a six month planning period, and during the monthly meetings, field notes were taken and participant reflections were garnered. Qualitative analyses elucidated findings that underscore the value in establishing a collaborative foundation for professional dialogue; the teacher participants' nascent understanding of curricular integration in literacy and science; and their apprehensions about using digital technology to support literacy and science learning. Recommendations are offered for educators, facilitators and researchers using design-based researcher as an innovative approach for curriculum and teacher development