

ABSTRACT

Reflective Internet Inquiry Teaching Model: A Constructivist Approach to Internet-Supported Instruction

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This study was designed to examine how teachers use the Internet in the teaching and learning process. It investigated the work of primary teachers from New York, United States of America and Kingston, Jamaica. The literature review includes research regarding how teachers used different Internet resources in their practice. Questions addressed in this study include: How did teachers approach Internet integration in the teaching process before implementing the intervention? What happened when two grade six teachers from different cultural contexts, and countries implemented the Reflective Internet Inquiry teaching model during Social Studies lessons? The study was conducted using design-based research case study which involved studying an instructional model, the context, as well as issues and interpretations of teachers who utilised it. Data collection involved collection of instructional artefacts, conducting unstructured interviews and sustained classroom observation. The data gathered through interviews and observation were audio recorded, transcribed, interrogated and interpreted by the researcher using open coding. Recommendations such as using the tenets of Reflective Internet Inquiry (RII) to make teaching and learning through the Internet a constructivist experience were asserted.

Keywords: Reflective Internet Inquiry Model, Internet-Supported Instruction, Design-based Research