

## Inquiry in Nature-Based Curriculum

Dr. Nicole Mancevice, Dr. Christine Lee, and Graduate Student Christine Liboon are working with EC1 Demonstration Teachers Rosie Torres, Erika Bradshaw, and Jane Parkes to document inquiry learning in nature-based education. The goal of this study is to examine how nature-based education can support inquiry in ways that value and affirm students' ideas and voices.



*Garden Corner for books, seeds the students collected, and an observation station for seeds*

Our ethnographic fieldwork revealed how nature-based education supported students' emotional connection to nature. Students brought inventive and imaginative ideas to the classroom and made connections to nature beyond the school. We've also found that teachers supported inquiry by valuing students' ideas, concerns, and questions across both indoor and outdoor learning spaces. Teachers reorganized their classrooms to investigate caterpillars, display students' work, and even established a learning corner with books, seeds, and drawings to foster an investigative culture where these activities became valuable disciplinary work.



*Teachers utilized the middle room and outdoor bench as spaces for observation and learning.*

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