

3 - Science Teaching Processes | Empirical

SP - (16317) - INSECURITY FOR THE INQUIRY EXPRESSED BY EARLY CHILDHOOD EDUCATION TEACHERS IN INITIAL TRAINING

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Short Abstract

Emotions are fundamental in the teaching-learning process of science. The interest in science and teachers' confidence in carrying out inquiry practices in the classroom can determine whether they are implemented. This work focuses on analysing the change in the insecurity emotion expressed by 47 early childhood education teachers at the University of xx when they inquire as students and design it as teachers for early childhood education. Its purpose is to detect at which stages of the inquiry pre-service teachers show the greatest insecurity. As an instrument for the collection of data, an emotion questionnaire was used in which they had to indicate among a list of several emotions whether they had felt insecurity at one or both moments and for each of the usual phases in a sequence of inquiry (setting out the problem, designing the experience, choosing variables, carrying out the experience, collecting the data, analysing the data, drawing conclusions and making decisions). The differences in the values of the emotion of insecurity expressed in both moments were compared. The results show that the insecurity expressed by early childhood teachers is quantitatively different according to the phase of the research they are carrying out. However, we have only found statistically significant differences in the phase of conclusions and decision-making favouring the moment they design.