

Liisa Ilomäki, Finland
University researcher, University of Helsinki, Faculty of Educational
Sciences
liisa.ilomaki@helsinki.fi

Supporting upper secondary students' online inquiry competencies

Co-author 1: Elina Hämäläinen, Doctoral student, University of
Jyväskylä, elina.hamalainen@jyu.fi

Co-author 2: Eero Sormunen, Research Director, Tampere University,
Faculty of Information Technology and Communication Sciences,
eero.sormunen@staff.uta.fi

Previous studies show that upper secondary students leave school with insufficient and heterogeneous information competencies. Our aim was to create a four-step intervention model following an inquiry process for teaching online inquiry skills and to investigate teachers' experiences when using it. The phases were: 1) searching for relevant sources, 2) evaluating the credibility of sources, 3) preparing a synthesis from multiple sources, and 4) presenting the synthesis.

Students worked in small groups in a project where they investigated different points of view on a contradictory topic. The model also included a working template for students. The data consist of classroom observations from three teaching processes (4x 75 minutes), and in addition, five teachers filled in teaching diaries, answered a questionnaire on contextual knowledge practices and were interviewed. Teachers appreciated the model and they thought that it was in line with the curriculum. Teachers' opinions differed about the phases but they agreed on the importance of searching relevant sources and they noticed that the students were not used to presenting their products and discussing them independently in small groups.