

INCONGRUENT TASKS: WHY TASKS CHANGE IN ONE FIFTH GRADE CLASSROOM

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Abstract

This study looked at manifestation of inquiry in one classroom setting. Looking at tasks as part of an inquiry-based learning program shed light on how inquiry took shape. Intended tasks differed from actual tasks. This incongruence occurred primarily due to the actions of individuals in the classroom. Students demonstrated resistance to control and order. Teacher behaviors reduced ambiguity and lessened accountability. Discussion examines how the actions of individuals resulted from classroom structures that dictated how students understood the requirements and importance of work and the overall system of accountability in this classroom.

Keywords: *tasks, enactment, ecological research, implicit understandings, inquiry*

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