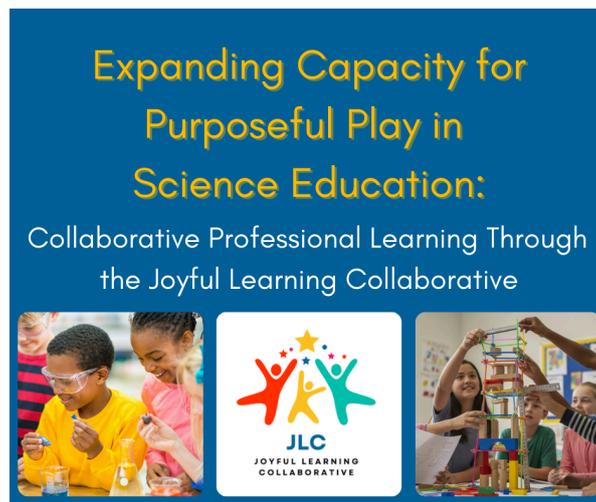


Are You a K–5 Teacher, Administrator, or Teacher Educator Passionate or Curious About Joyful, Inquiry-Based Science?



This design-based research study explores how culturally responsive, play-based, and inquiry-driven professional learning can support K–5 teachers in implementing joyful, student-centered science instruction.

Participants will help co-develop and pilot activities aligned with the **CAPRI framework**—**Curiosity, Agency, Playfulness, Responsiveness, and Inquiry**—to create developmentally appropriate, equity-focused science learning experiences.

Curiosity	Agency
We believe curiosity drives both teacher learning and student engagement. This work centers wonder, questioning, and the power of noticing.	Teachers are not just implementers—they are co-designers, decision-makers, and researchers in their own classrooms. This work honors and supports teacher voice.
Play	Equity
Learning should be joyful, active, and exploratory. Sessions will model and support playful, meaningful approaches to science that are developmentally appropriate.	The work foregrounds justice and equity in science learning—centering all children’s identities, ideas, and communities as valid sources of knowledge.

What to Expect

Structure This professional learning experience includes three self-paced online modules exploring joyful, inquiry-driven science learning in elementary classrooms. Modules include brief instructional segments, classroom examples, and opportunities for reflection and application. The sessions model the CAPRI framework in action.

Flexibility Participation is free, voluntary, and flexible. Participants may complete one, two, or all three modules at their own pace. Each module typically takes 45–75 minutes, depending on how deeply participants engage with the activities. Completion documentation available for professional learning credit.

Research Components (Optional) This professional learning opportunity is part of a research study exploring how educators engage with playful, inquiry-driven science learning. Participation in the research component is optional, and participants may complete the modules without participating in the study.

Who Can Participate We welcome K–5 teachers, instructional leaders, teacher educators, and graduate students interested in joyful, inquiry-based science learning. Please feel free to share this opportunity with educators in your network.

Session Information

Module 1 – Wonder & Welcome Ignite curiosity and explore how everyday observations can spark scientific inquiry.

Module 2 – Playful Possibilities Explore how play can deepen science instruction and student engagement.

Module 3 – Responsive Routines Design flexible, equity-oriented routines that respond to real classrooms.

✨ **Attend one, two, or all three modules!**

Join or Share

✓ Register now: [Click here](#) or scan the QR code.

✉ Questions? Contact Dr. Karyn Allee at allee_ka@mercer.edu

🔄 Share with other teachers or teacher educators!



This opportunity is offered through a collaboration between Mercer University's Tift College of Education, the Joyful Learning Collaborative, and the Collaboratory for Critical and Transformative Elementary Education.

