Negotiating Science: The Critical Role of Argument in Student Inquiry, Grades 5-10

By Brian Hand, Lori Norton-Meier, Jay Staker

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ABSTRACT The use of argumentation in science education is associated with many benefits. Some of these include developing critical skills, promoting spirit of enquiry, enhancing conceptual understanding and improving academic performance of students. This research will discuss the strength of using scientific argumentation in science education. The findings from other such studies will also be critically reviewed to seek an in-depth understanding of the use of argumentation in teaching and associated challenges. The research would help in improving the use of argumentation in teaching and exploring solution to problems and challenges associated with this method. - Wendy Saul Author of Science Workshop The best way to transform students' scientific thinking is by transforming their science writing. Writing is thinking and with Negotiating Science you'll move from rote procedures to the kind of writing that real scientists do. Your students will learn to negotiate meaning from the results of their work and to argue for their ideas - posing questions, documenting evidence, making claims, and sharing data. Perfect for science notebooks! Leading you through an argument-based approach to science writing that is grounded in highly effective practice Negotiating Science book. Read reviews from worldâ€™s largest community for readers. Knowing from the inside out how argument works is a literacy skill now... Goodreads helps you keep track of books you want to read. Start by marking â€œNegotiating Science: The Critical Role of Argument in Student Inquiry, Grades 5-10â€ as Want to Read: Want to Read savingâ€¦ Want to Read.
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ABSTRACT The use of argumentation in science education is associated with many benefits. Some of these include developing critical
skills, promoting spirit of enquiry, enhancing conceptual understanding and improving academic performance of students. However,
there are also some issues and challenges while using argumentation in science classrooms. This research will discuss the strength of
using scientific argumentation in science education. The findings from other such studies will also be critically reviewed to seek an in-
depth understanding of the use of argumentation in teaching and association. He is a science educator at the University of Iowa who is
involved in research on student learning and how we use language in science classrooms to help the learning process. Brian was a
school teacher for eleven years before moving into the university system, where he has published in a wide range of journals. Lori
Norton-Meier is the coauthor of the Heinemann titles Negotiating Science and Questions, Claims, and Evidence. She has been intrigued
by children's stories since her time as a kindergarten teacher. She is currently an assistant professor at Iowa State University in Literacy Edu...

activities and thinking processes that scientists use to produce new knowledge. In authentic inquiry-based activities, the students take
action as scientists did, experiencing the process of knowing and the justification of knowledge. In contrast, the traditional classroom
often looks like a one-person show with a largely uninvolved learner. Traditional classes are usually dominated by direct and unilateral
instruction. This tends to overlook the critical thinking and unifying concepts essential to true science literacy and appreciation (Yore,
2001). This teacher-centered method of teaching also assumes that all students have the same level of background knowledge in the
subject matter.
ABSTRACT The use of argumentation in science education is associated with many benefits. Some of these include developing critical skills, promoting spirit of enquiry, enhancing conceptual understanding and improving academic performance of students. This research will discuss the strength of using scientific argumentation in science education. The findings from other such studies will also be critically reviewed to seek an in-depth understanding of the use of argumentation in teaching and associated challenges. The research would help in improving the use of argumentation in teaching and exploring solution to problems and challenges associated with this method. The student controls himself, chooses the ways of his actions, and evaluates his results. Thus, the student forms their key competencies by setting a goal, planning the expected result, and summarizing the experience of controlling it. When teachers use grades for learning, along with learning assessment, evaluation becomes the most useful tool in learning. There are also moments in the assessment that cause questionable thoughts. Learner's self-esteem sometimes does not reach reality. The student can set a goal of critical thinking. And time has noticed that there will be a great emphasis on achieving results. Therefore, the work will be systematized only when the important task is performed responsibly by teachers.