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

By Brian Hand, Lori Norton-Meier, Jay Staker

Heinemann USA, United States, 2009. Paperback. Book Condition: New. 234 x 190 mm. Language: English. Brand New Book. Knowing from the inside out how argument works is a literacy skill now universally recognized as essential. This is the goal of real reading, writing, and speaking - and finally the gift of real science. I am grateful to the authors of this volume for making these gifts available to science and literacy teachers, but most importantly, to all of our students. - Wendy Saul

Author of Science Workshop

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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 practic 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...Â 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. 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.Â Product details. Grade level : 5 - 10. Item Weight : 15.2 ounces. Paperback : 240 pages. ISBN-10 : 0325026076. ISBN-13 : 978-0325026077. Dimensions : 7.4 x 0.52 x 9.3 inches. In inquiry-based science education, children become engaged in many of the 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.
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