*Overemphasizes experimental investigation at the expense of other practices, such as modeling, critique, and communication. Also, may be taught in isolation from content – become aim of instruction rather than making meaning of a phenomenon. (page 43, Framework)*

**Skills needed to be “successful with Inquiry?”**

* Formulating good research questions
* Designing controlled experiments
* Making careful observations
* Organizing or graphing data

**Scientific Inquiry in Schools?**

* Asking a question
* Devising a means to collect data
* Interpreting the data
* Formulating a conclusion

***Does this neglect?***

* *Proposing and testing alternatives*
* *Judging the quality or reliability of evidence*
* *Evaluating the potential viability of claims*
* *Constructing scientific arguments*

*The* ***QUALITY******of the argument*** *becomes the focus.*

*Students evaluate and critique:*

* *Methods*
* *Explanations*
* *Evidence*
* *Reasoning*

**What’s important if this is the goal?**

* *Question something*
* Investigate phenomena
* Make sense of data gathered
* Produce an argument *that is justified by evidence and reasoning*

**What is the goal of Inquiry?**

The construction of a good argument that provides and justifies a conclusion, explanation, or some other answer to a good research question.