Understanding Working Memory through Argumentation

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Abstract

Next Generation Science Standards (NGSS Lead States, 2013) suggest that teachers should address scientific practices, disciplinary core ideas, and crosscutting concepts to enhance students` understanding of how science works. This paper aims to provide an example lesson to illustrate how students' use of argumentation can be promoted in a life science lesson to teach the memory and stimuli concept. The three phases of this lesson are modified from the "Argument-Driven Inquiry" instructional model (Enderle et al., 2015) to identify a problem, generate a tentative argument, and present their group arguments. The article includes suggestions about how to integrate the argumentation to enhance students' ability to collect and interpret the data while answering scientific research questions.

Keyword: argumentation, instructional strategies, teaching and learning science