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Development of a teaching sequence on physics inquiry

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Learning to engage in scientific inquiry is an important goal in secondary physics education. However, attaining this learning goal continues to be a challenge. We addressed this problem by devising and testing a teaching sequence that aims at developing students' (aged 14-15) understanding of and adherence to scientific criteria. We observed, that after going through this sequence, the students' critical attitude evolved and they developed basic understandings of how to conduct a physics inquiry. They started to substantiate the decisions made in their inquiries. The teaching sequence thus seems a suitable starting point for engaging young students in scientific inquiry.

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