

What's the Problem? One Key to More Productive Classroom Inquiry

[Brian Drayton](#)

Hands On! 30 (1) (2007) . 14-17.

Summary

This article examines how the search for a good student-designed investigation—is derailed by certain misinterpretations of “scientific method” and of “inquiry cycles.” The author suggests one ingredient in an inquiry that can enhance the search for—and understanding of— problems for investigation, yielding improved science learning and understanding of the fundamentals of inquiry.

[Download article here](#)