The assumption remains pervasive that the core objective of science instruction is a body of canonical knowledge. It underlies instructional practices, assessments of learning, and even progressive “inquiry-based” curricula. Meanwhile, for many students, science classes remain disconnected from genuine pursuit of understanding. The assumption, I suggest, is a “misconception” of the educational system, held stable by complex dynamics. Like a student who keeps thinking "force causes motion," we keep thinking the goal is a particular set of concepts. But, still like that student, we have resources for thinking in other ways, including to focus instructional attention toward students’ nascent reasoning—we/the system can learn to recognize and support students’ engaging in a pursuit of understanding. I argue for the importance of such as shift, to support more meaningful learning in science as well as to support students engaging who do not feel their ideas or questions have a place.

DATE: WEDNESDAY, March 3rd, 2021
TIME: 3:30 PM VIRTUAL ON ZOOM

FOR MORE INFORMATION, CONTACT: KRISTI HEMING, HEMING@CHEM.WISC.EDU, 608-262-6815