

Scientific Writing Heuristic on Project-Based Learning

Shu-Bi Chen

National Taiwan Normal University, Taiwan

In science education research has suggested that students' inquiry abilities are important in science learning. Many articles showed learners encounter many difficulties and challenges during the inquiry process. Many of them are not able to have the proper scientific driving questions, to control variables, to distinguish relevant evidence from experiment data, and to develop a logical argument when they engaged in inquiry activities. This research aimed to understand the role of writing strategy in helping students developing inquiry abilities in the project-based learning Curriculum. 120 fifth grade students in a metropolitan city in East Asia involved in this study. Data sources were cognition evaluation, investigation data, observation journal, students' artifacts and in-depth interviews about students' involvement, cooperation, understanding, opinions, and perceptions. This study is important in explaining the critical role of writing in project-based learning.