

Inquiry-Application Instructional Model (I-AIM)

EPE	Stage	Function	Description
Experiences	Question	Establish A Question	Pose a question that will drive the overall inquiry and provide a sense of purpose. The question should be comprehensible, relevant, & motivating.
		Elicit Students' Initial Ideas	Invite students to share initial ideas about possible answers to question. Probe students' ideas to find out how they understand the question.
Patterns	Explore & Investigate	Explore Phenomena For Patterns	Provide opportunities for students to explore scientific phenomena related to the question to find & understand patterns. This includes: <ul style="list-style-type: none"> Conducting investigations to try out & test ideas Making & recording observations of first hand observations Looking for patterns in observations
		Explore Ideas About Patterns	Provide opportunities for students to share their ideas about patterns. This includes: <ul style="list-style-type: none"> Sharing ideas about patterns & evidence for them Comparing/coming to agreement about observed patterns
Explanations	Explain	Students Explain Patterns	Provide opportunities for students to express their ideas. They can: <ul style="list-style-type: none"> Share their own explanations (reasons) for the patterns Share ideas of how their explanations answer the question.
		Introduce Scientific Ideas	Provide accurate & comprehensible representations of the scientific idea(s). This is a grade level appropriate scientific explanation for the patterns students observed.
		Compare Student & Scientific Ideas	Help students compare their own explanations with the scientific explanation provided by the teacher. Students can compare, test & revise their own explanations. Students use the scientific explanation to answer the question.
Application	Apply	Apply To Near & Distant Contexts With Support	Provide opportunities for students to apply the scientific explanation in new contexts. Initially, provide support though modeling & coaching. Students can answer questions about new experiences involving the same patterns & explanation. New questions can be more similar to or different from the original question.
		Apply With Fading Support	Provide opportunities for students to apply the scientific explanation in new contexts with diminishing support from the teacher.

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