















importance in such a training program of placing teaching fellows in the role of “students” and allowing them to experience hands-on inquiry-based activities as well as grapple with designing their own lesson plans in a peer group setting where they can brainstorm and receive feedback. Furthermore, using such a hands-on and intensive training modality resulted in clear evidence that fellows absorbed and were able to articulate important components of inquiry-based instruction after only 2 days of instruction. Nevertheless, mid-year fellow

[13] Gibson, H. L., "Case Studies of an Inquiry-Based Science Programs. Impact on Students. Attitude toward Science and Interest in Science Careers." Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Diego, CA, April 1998, ERIC number ED417980

[14] Radford, D.L., and Ramsey, L.L., "Experiencing Scientific Inquiry". x-G2I()Iq.Cx/2G/(q7.ax-(27Gq/..rx-/2G/(q7.ex-(2(-(2G)/8.n