The Nature Of Science In Science Education

Issues and Challenges in Science Education ResearchScience Education for Everyday LifeCritical Thinking in Science Education and Teacher TrainingThe Professional Knowledge Base of Science TeachingTeaching and Learning about ScienceWhat Girls Say About Their Science Education ExperiencesInternational Handbook of Science EducationPrimary Science Education in East AsiaResearch in Science Education — Past, Present, and FutureStudies in Science Education in the Asia-Pacific RegionThe Re-emergence of Values in Science EducationDevelopments And Dilemmas In Science EducationTopics in Science EducationValuing Assessment in Science Education: Pedagogy, Curriculum, PolicyBridging Research and Practice in Science EducationHandbook of Research on Science EducationScience EducationDrawing for Science EducationScience/Technology/Society as Reform in Science EducationChildren's Ideas in Science Kim Chwee Daniel Tan Glen S. Aikenhead Antonio Joaquín Franco-Mariscal Deborah Corrigan Derek Hodson Michael Papadimitriou B. Fraser Yew-Jin Lee Helga Behrendt May Cheng Deborah Corrigan Peter Fensham Matthew N. Bowman Deborah Corrigan Eilish McLoughlin Sandra K. Abell Association for the Education of Teachers in Science Robert Eugene Yager Rosalind Driver Issues and Challenges in Science Education Research Science Education for Everyday Life Critical Thinking in Science Education and Teacher Training The Professional Knowledge Base of Science Teaching Teaching and Learning about Science What Girls Say About Their Science Education Experiences International Handbook of Science Education Primary Science Education in East Asia Research in Science Education — Past, Present, and Future Studies in Science Education in the Asia-Pacific Region The Re-emergence of Values in Science Education Developments And Dilemmas In Science Education Topics in Science Education Valuing Assessment in Science Education: Pedagogy, Curriculum, Policy Bridging Research and Practice in Science Education Handbook of Research on Science Education Science Education Drawing for Science Education Science/Technology/Society as Reform in Science Education Children's Ideas in Science *Kim Chwee Daniel Tan Glen S. Aikenhead Antonio Joaquín Franco-Mariscal Deborah Corrigan Derek Hodson Michael Papadimitriou B. Fraser Yew-Jin Lee Helga Behrendt May Cheng Deborah Corrigan Peter Fensham Matthew N. Bowman Deborah Corrigan Eilish McLoughlin Sandra K. Abell Association for the Education of Teachers in Science Robert Eugene Yager Rosalind Driver*

in contemporary society science constitutes a significant part of human life in that it impacts on how people experience and understand the world and themselves the rapid advances in science and technology newly established societal and cultural norms and values and changes in the climate and environment as well as the depletion of natural resources all greatly impact the lives of children and youths and hence their ways of learning viewing the world experiencing phenomena around them and interacting with others these changes challenge science educators to rethink the epistemology and pedagogy in science classrooms today as the practice of science education needs to be proactive and relevant to students and prepare them for life in the present and in the future featuring contributions from highly experienced and celebrated science educators as well as research perspectives from europe the usa asia and australia this book addresses theoretical and practical examples inscience education that on the one hand plays a key role in our understanding of the world and yet paradoxically now acknowledges a growing number of uncertainties of knowledge about the world the material is in four sections that cover the learning and teaching of science from science literacy to multiple representations science teacher education the use of innovations and new technologies in science teaching and learning and science learning in informal settings including outdoor environmental learning activities acknowledging the issues and challenges in science education this book hopes to generate collaborative discussions among

scholars researchers and educators to develop critical and creative ways of science teaching to improve and enrich the lives of our children and youths

this book provides a comprehensive overview of humanistic approaches to science approaches that connect students to broader human concerns in their everyday life and culture glen aikenhead an expert in the field of culturally sensitive science education summarizes major worldwide historical findings focuses on present thinking and offers evidence in support of classroom practice this highly accessible text covers curriculum policy teaching materials teacher orientations teacher education student learning culture studies and future research

this edited volume explores the challenge of fostering critical thinking ct skills in science education presenting the encic ct model as a framework for development named after the science education and competences enseñanza de las ciencias y competencias encic research group at the university of malaga spain this model emphasizes cultivating ct through socio scientific issues and daily life problems it includes three key domains knowledge skills and dispositions each encompassing various dimensions addressed through scientific practices like argumentation inquiry and modeling teaching strategies such as gamification role playing micro debates augmented reality controversy mapping and digital storytelling are highlighted spanning theoretical perspectives and practical experiences from early childhood to higher education this book consolidates findings from the spanish r d project citizens with critical thinking a challenge for teachers in science education it is an essential resource for educators researchers and practitioners offering valuable insights and practical applications for all educational levels

over the past twenty years much has been written about the knowledge bases thought necessary to teach science shulman has outlined seven knowledge domains needed for teaching and others such as tamir have proposed somewhat similar domains of knowledge specifically for science teachers aspects of this knowledge have changed because of shifts in curriculum thinking and the current trends in science education have seen a sharp increase in the significance of the knowledge bases the development of a standards based approach to the quality of science teaching has become common in the western world and phrases such as evidence based practice have been tossed around in the attempt to measure such quality the professional knowledge base of science teaching explores the knowledge bases considered necessary for science teaching it brings together a number of researchers who have worked with science teachers and they address what constitutes evidence of high quality science teaching on what basis such evidence can be judged and how such evidence reflects the knowledge basis of the modern day professional science teacher this is the second book produced from the monash university king s college london international centre for the study of science and mathematics curriculum the first book presented a big picture of what science education might be like if values once again become central while this book explores what classroom practices may look like based on such a big picture

findings generated by recent research in science education international debate on the guiding purposes of science education and the nature of scientific and technological literacy official and semi official reports on science education including recommendations from prestigious organizations such as aaas and unesco and concerns expressed by scientists environmentalists and engineers about current science education provision and the continuing low levels of scientific attainment among the general population have led to some radical re thinking of the nature of the science curriculum there has been a marked shift of rhetorical emphasis in the direction of considerations of the nature of science model based reasoning inquiry based learning scientific argumentation and the use of language rich learning experiences reading writing talking to enhance concept acquisition and development these findings arguments and pronouncements seem to point very clearly in the direction of regarding science education as a study of scientific practice this book presents a comprehensive research based account of how such a vision could be assembled into a

coherent curriculum and presented to students in ways that are meaningful motivating and successful the author takes what might be described as an anthropological approach in which scientists are studied as a socially economically and politically important community of people this group has its own distinctive language body of knowledge investigative methods history traditions norms and values each of which can be studied explicitly systematically and reflectively this particular approach was chosen for the powerful theoretical overview it provides and for its motivational value especially for students from sociocultural groups currently under served by science education and under represented in science the book which is both timely and important is written for teachers student teachers graduate students in education teacher educators curriculum developers and those responsible for educational policy it has the potential to impact very substantially on both pre service and inservice science teacher education programmes and to shift school science education practice strongly in the direction currently being advocated by prominent science educators

what girls say about their science education experiences describes the science education experiences of 12 young ladies enrolled in advanced science courses in a southeast texas high school what girls say includes profiles of each girl and topical chapters dealing with generalizations about the key elements of experience that the girls illuminated also a detailed review of the current literature related to girls and science is provided the strength of the text lies in the use of the participants words to describe their own experiences unfortunately despite over 30 years of research related to gender and science education females still are underrepresented in some upper level high school science courses particular college science curricula and majors and many scientific careers while boys and girls enter school with equal ability girls are marginalized in science and math to the point that they trail males in science interest and participation by graduation time however such differences have decreased while attitudes achievement levels and the other components of the science education experience have been quantitatively examined very little qualitative analysis exists to describe the educational experience of females in american high school classrooms from the perspective of the student a description of this phenomenon as constructed through the experiences of female students represents a worthy pursuit this book represents an attempt to describe this phenomenon as constructed through the experiences of female students very simply the purpose of this book was to describe the essential elements of the current science education experience as constructed by female physics and advanced chemistry students the construct of science education experience for females included perceived a affective attitudes b achievement and success c ability d cultural factors e social psychological factors f interpersonal factors and g instructional teacher factors all of these topics are addressed in what girls say about their science education experiences

the field of science education has been developing for over half a century and has flourished especially during the previous few decades it is timely and fitting now that the international handbook of science education should be assembled to synthesise and reconceptualise past research and theorising in science education provide practical implications for improving science education and suggest desir able ways to advance the field in the future this handbook provides a detailed and up to date overview of advanced international scholarship in science education this two volume 72 chapter 1 200 page work is the largest and most comprehensive resource ever produced in science education for use by researchers teacher educators policy makers advis ers teachers and graduate students in structuring the handbook we divided the field of science education into the following ten significant areas learning teaching educational technology curriculum learning environments teacher education assessment and evaluation equity history and philosophy of science research methods to each section we appointed a section coordinator who is a leading international scholar in that particular area and who assisted us in identifying authors and top ics for a section and in evaluating drafts of chapters and suggesting improve ments

this edited volume is a state of the art comparison of primary science education across six east asian regions namely the people s republic of china republic of korea republic of china

hong kong sar japan and singapore while news of educational policies classroom teaching assessment and other educational innovations here often surface in the international media this book brings together for the first time relevant information regarding educational systems and strategies in primary science in east asia above all it is a readable yet comprehensive survey readers would have an accurate sense of what has been accomplished what has not worked so well and what remains to be done invited experts in comparative education research and or science education also provide commentary by discussing common themes across the six regions these types of critical synoptic reviews add much value by enabling readers to understand broad commonalities and help synthesize what must surely be a bewildering amount of very interesting albeit confusing body of facts issues and policies education in east asia holds many lessons both positive and negative to offer to the rest of the world to which this volume is a timely contribution to the literature

this truly international volume includes a selection of contributions to the second conference of the european science education research association kiel sept 1999 it provides a state of the art examination of science education research in europe discusses views and visions of science education research deals with research on scientific literacy on students and teachers conceptions on conceptual change and on instructional media and lab work

consistent with international trends there is an active pursuit of more engaging science education in the asia pacific region the aim of this book is to bring together some examples of research being undertaken at a range of levels from studies of curriculum and assessment tools to classroom case studies and investigations into models of teacher professional learning and development while neither a comprehensive nor definitive representation of the work that is being carried out in the region the contributions from china hong kong taiwan korea japan singapore australia and new zealand give a taste of some of the issues being explored and the hopes that researchers have of positively influencing the types of science education experienced by school students the purpose of this book is therefore to share contextual information related to science education in the asia pacific region as well as offering insights for conducting studies in this region and outlining possible questions for further investigation in addition we anticipate that the specific resources and strategies introduced in this book will provide a useful reference for curriculum developers and science educators when they design school science curricula and science both pre service and in service teacher education programmes the first section of the book examines features of science learners and learning and includes studies investigating the processes associated with science conceptual learning scientific inquiry model construction and students attitudes towards science the second section focuses on teachers and teaching it discusses some more innovative teaching approaches adopted in the region including the use of group work inquiry based instruction developing scientific literacy and the use of questions and analogies the third section reports on initiatives related to assessments and curriculum reform including initiatives associated with school based assessment formative assessment strategies and teacher support accompanying curriculum reform the open access version of this book available at taylorfrancis com books e 9781315717678 has been made available under a creative commons attribution non commercial no derivatives 4 0 license

issues relating to values have always had a place in the school science curriculum sometimes this has been only in terms of the inclusion of topics such as the nature of science and or scientific method and or particular intentions for laboratory work that relate to scientific method sometimes it has been much broader for example in curricula with sts emphases of importance to aspects of this proposal is that different countries cultures have had different traditions in terms of the place of values in the school science curriculum one obvious very broad difference of this form is the central place in science education thinking in many european countries of bildung and the complete absence of this construct from most science curriculum thinking in english speaking contexts there are numbers of such country cultural differences in the 1990s many countries moved towards various conceptualizations of outcomes based education obe sometimes so labelled and sometimes not it was usual but not

universal for obe focused science curricula to have constrained views of the values that should be implicit and explicit in curriculum that is views concerned only with the nature of science and scientific method both usually seen as quite unproblematic currently there are a number of education systems that are changing again and choosing to move away from outcomes based education for example south africa and several australian states one of the most interesting features of many of these movements is the re embracing of a wider view of the science curriculum including a reconsideration of the nature and place of the values associated with science in the purposes for and approaches to science education

a summary of the strengths and weaknesses in present practices of science education in schools and of research in science education annotation copyright book news inc portland or

science education represents one of the most fundamental components of any well designed public education program as teaching science helps students understand critical thinking skills and evidence based reasoning however the field of science education is not without its controversies as the multifaceted and complex nature of science leads to differences of opinion on the merits of various teaching modalities chapter one of this book explains the tension that exists between individual learning styles which can vary significantly among students and the need to offer practical guidance to science teachers who generally plan their curricula on a class course basis chapter two describes the lack of consensus on the meaning of stem or steam education among educators and attempts to resolve this ambiguity by clearly defining the characteristics and objectives of stem education chapter three presents a study that includes a design and implementation of playful science projects in the elementary classroom that facilitate the learning of stem concepts in formal contexts and promote positive emotions in students chapter four discusses the tendency for teachers to experience negative emotions when conducting stem education as well as the impact of a teacher s emotional state on student outcomes chapter five explores the logical basis of einstein s theory of general relativity and its meaning as derived by einstein s inquiry process finally chapter six expresses the importance of teaching science through inquiry by presenting a case study of a simple inquiry based activity in a public senior high school in japan

assessment is a fundamental issue in research in science education in curriculum development and implementation in science education as well as in science teaching and learning this book takes a broad and deep view of research involving assessment in science education across contexts and cultures from whole countries to individual classrooms and across forms and purposes from assessment in the service of student learning to policy implications of system wide assessment it examines the relationships between assessment measurement and evaluation explores assessment philosophies and practices in relation to curriculum and scientific literacy learning and details the relationships between assessment and science education policy the third in a series valuing assessment in science education has chapters from a range of international scholars from across the globe and staff from monash university king s college london and university of waikato the two previousbooks in the series examined research relevant to the re emergence of values in science education and teaching across the spectrum of science education as well as across cultural contexts through the professional knowledge of science teaching this third book now moves to examine different aspects of generating understanding about what science is learnt how it is learnt and how it is valued valuing assessment in science education will appeal to all those with some engagement with and or use of research in science education including research students academics curriculum development agencies assessment authorities and policy makers it will also be of interest to all classroom science teachers who seek to keep abreast of the latest research and development and thinking in their area of professional concern

this edited volume presents innovative current research in the field of science education the chapter s deal with a wide variety of topics and research approaches conducted in a range of contexts and settings together they make a strong contribution to knowledge on science

teaching and learning the book consists of selected presentations from the 12th european science education research association esera conference held in dublin ireland from 21st to 25th august 2017 the esera community is made up of professionals with diverse disciplinary backgrounds from natural sciences to social sciences this diversity enables a rich understanding of cognitive and affective aspects of science teaching and learning the studies in this book will stimulate discussion and interest in finding new ways of implementing and researching science education for the future the twenty two chapters in this book are presented in four parts highlighting innovative approaches to school science emerging identities in science education approaches to developing learning and competence progressions and ways of enhancing science teacher education this collection of studies showcases current research orientations in science education and is of interest to science teachers teacher educators and science education researchers around the world with a commitment to bridging research and practice in science teaching and learning

indhold part i science learning part ii culture gender society and science learning part iii science teaching part iv curriculum and assessment in science part v science teacher education

this book argues for the essential use of drawing as a tool for science teaching and learning the authors are working in schools universities and continual science learning csl settings around the world they have written of their experiences using a variety of prompts to encourage people to take pen to paper and draw their thinking sometimes direct observation and in other instances their memories the result is a collection of research and essays that offer theory techniques outcomes and models for the reader young children have provided evidence of the perceptions that they have accumulated from families and the media before they reach classrooms secondary students describe their ideas of chemistry and physics teacher educators use drawings to consider the progress of their undergraduates understanding of science teaching and even their moral ethical responses to teaching about climate change museum visitors have drawn their understanding of the physics of how exhibit sounds are transmitted a physician explains how the history of drawing has been a critical tool to medical education and doctor patient communications each chapter contains samples insights and where applicable analysis techniques the chapters in this book should be helpful to researchers and teachers alike across the teaching and learning continuum the sections are divided by the kinds of activities for which drawing has historically been used in science education an instance of observation audubon linnaeus a process how plants grow over time what happens when chemicals combine conceptions of what science is and who does it images of identity development in science teaching and learning

science technology society s t s is a reform effort to broaden science as a discipline in schools and colleges to relate science to other facets of the curriculum and to relate science specifically to technology and to the society that supports and produces new conceptualizations of both s t s is also defined as the teaching and learning of science technology in the context of human experience it focuses on a method of teaching that recognizes the importance that experience in the real world has on the learning process and it recognizes that real learning can occur only when the learner is engaged and able to construct her or his own meaning science technology society as reform in science education is rich with examples of such teaching and learning it includes impressive research evidence that illustrates that progress has been made and goals have been met for teachers and administrators alike this book provides and validates new visions for science education

children arrive in their science classrooms with their own ideas and interpretations of the phenomena they are to study even when they have received no systematic instruction in these subjects whatsoever these ideas and interpretations are a natural result of everyday experience of practical physical activities of talking with other people and of the media this book documents and explores the ideas of school students aged 10 16 about a range of natural phenomena such as light heat force and motion the structure of matter and

electricity it also examines how students conceptions change and develop with teaching the editors have brought together science educators who come from different parts of the work but whose work is focused on the same determination to bring insight into the conceptual world of children in science classrooms insight which will be helpful in making science teaching and learning more rewarding for teachers and children alike

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