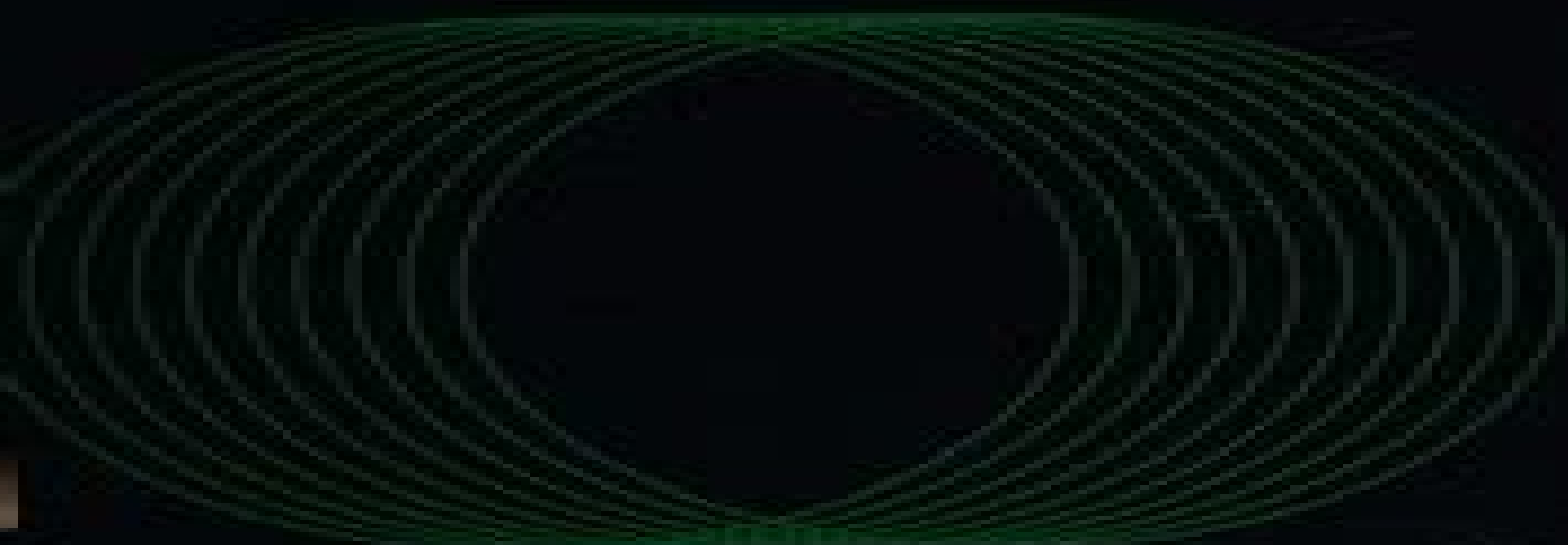


Seeing Curriculum in a New Light

ESSAYS FROM
SCIENCE EDUCATION



Hugh Munby, Graham Orpwood,
and Thomas Russell, editors

Seeing Curriculum In A New Light Essays From Science Education

**Hugh Munby, Graham
Orpwood, Thomas L. Russell**



Seeing Curriculum In A New Light Essays From Science Education:

Seeing Curriculum In A New Light Hugh Munby, Graham Orpwood, Thomas L. Russell, 1984-08-14 This book originally published by OISE Press in 1980 is designed for all those concerned with curricular issues particularly through graduate study or research And because the essays reflect in a disciplined and systematic manner on aspects of educational experience the book will have a wide appeal to those interested in qualitative research methodologies **EBOOK:**

TEACHING AND LEARNING SCIENCE Derek Hodson, 1998-12-16 This book extends and unifies recent debate and research about science education in several disparate fields including philosophy of science cognitive psychology and motivation theory Through an approach based on the personalization of learning and the politicization of the curriculum and classroom it shows how the complex goal of critical scientific literacy can be achieved by all students including those who traditionally underachieve in science or opt out of science education at the earliest opportunity Current thinking in situated cognition and learning through apprenticeship are employed to build a sociocultural learning model based on a vigorous learning community in which the teacher acts as facilitator co learner and anthropologist Later chapters describe how these theoretical arguments can be translated into effective classroom practice through a coherent inquiry oriented pedagogy involving a much more critical and wide ranging use of hands on and language based learning than is usual in science education History, Philosophy and Science Teaching Michael R. Matthews, 2017-08-30 This anthology opens new

perspectives in the domain of history philosophy and science teaching research Its four sections are first science culture and education second the teaching and learning of science third curriculum development and justification and fourth indoctrination The first group of essays deal with the neglected topic of science education and the Enlightenment tradition These essays show that many core commitments of modern science education have their roots in this tradition and consequently all can benefit from a more informed awareness of its strengths and weaknesses Other essays address research on learning and teaching from the perspectives of social epistemology and educational psychology Included here is the first ever English translation of Ernst Mach's most influential 1890 paper on The Psychological and Logical Moment in Natural Science Teaching This paper launched the influential Machian tradition in education Other essays address concrete cases of the utilisation of history and philosophy in the development and justification of school science curricula These are instances of the supportive relation of HPS a subject long discussed in philosophy of education but inadequately in science education This book is a timely reminder of why history and philosophy of science are urgently needed to support understanding of science From major traditions such as the Enlightenment to the tensions around cultural studies of science the book provides a comprehensive context for the scientific endeavour drawing on curriculum and instructional examples Sibel Erduran University of Oxford UK The scholarship that each of the authors in this volume offers deepens our understanding of what we teach in science and why that understanding matters This is an important book exploring a wide set of issues and should be

read by anyone with an interest in science or science education Jonathan Osborne Stanford University USA This volume presents new and updated perspectives in the field such as the Enlightenment Tradition Cultural Studies Indoctrination in Science Education and Nature of Science Highly recommended Mansoor Niaz Universidad de Oriente Venezuela This volume provides an extremely valuable set of insights into educational issues related to the history and philosophy of science Michael J Reiss University College London UK

Doing Science Robin Millar, 2012 Doing Science is unique in seeking to make explicit the links between science education and science studies These fields of study and their respective academic communities whilst appearing to have many potential points of contact remain surprisingly separate with little apparent recognition of the relevance to the interests of each of the work done within the other tradition Presenting detailed accounts of current research the book highlights the significance of modern science studies for classroom practice and conversely the importance of the classroom and teaching laboratory as a context for science studies The thread which runs through the collection as a whole is children's experience of doing science and the image of science which learners pick up along with the science knowledge understanding and skills they require

Science Communication in Theory and Practice S.M. Stocklmayer, M.M. Gore, C.R. Bryant, 2012-12-06 Hereafter you will find a first a comprehensive textbook on the communication of science in theory and practice Is there a need for such a textbook Obviously yes Whether you are a scientist a science journalist a science teacher a science museum specialist a scientific website designer a science historian a science entertainer a member of a scientific society or club a science tinkerer there is always a chance that you will be enthusiastic about the job of communicating science but uncertain about whether you do it well This book exposes you to the practices of others by reviewing science communication case studies or by inviting you to plunge into the underlying rationale of theoretical approaches to science communication These are different opportunities for comparing your experience with the practices or reflections of others The conversation can even be established and furthered with the authors of some of these case studies or of the theories presented in this book by using their website and possibly their email addresses This book like a composite gathers contributions from experts from most of the above mentioned fields A lot of practices are discussed and they are among the very best practices according to common professional wisdom in the field Those practices are also reflected upon in an attempt to be somewhat theoretical

Young People's Images Of Science Driver, Rosalind, Leach, John, Millar, Robin, 1996-01-01 What ideas about science do school students form as a result of their experiences in and out of school How might science teaching in schools develop a more scientifically literate society How do school students understand disputes about scientific issues including those which have social significance such as the irradiation of food There have been calls in the UK and elsewhere for a greater public understanding of science underpinned by amongst other things school science education However the relationship between school science scientific literacy and the public understanding of science remains controversial In this book the authors argue that an understanding of science goes beyond

learning the facts laws and theories of science and that it involves understanding the nature of scientific knowledge itself and the relationships between science and society Results of a major study into the understanding of these issues by school students aged 9 to 16 are described These results suggest that the success of the school science curriculum in promoting this kind of understanding is at best limited The book concludes by discussing ways in which the school science curriculum could be adapted to better equip students as future citizens in our modern scientific and technological society It will be particularly relevant to science teachers advisers and inspectors teacher educators and curriculum planners **New Directions in**

African Education S. Nombuso Dlamini, 2008 A collection of essays which critically examines education in the African context and presents possible courses of action to reinvent its future The RoutledgeFalmer Reader in Science Education

John Gilbert, 2004 This Reader brings together a wide range of material to present an international perspective on topical issues in science education today In order to identify what themes should be addressed in the book thirty eight science educators from around the world responded to the question What issues are currently important in science education in your country The outcome is this lively and authoritative Reader which features topics as varied as globalisation assessment pupils views on science education environmental education teaching approaches teacher development multimedia and ICT constructivism With a specially written introduction from the editor providing a much needed context to the current education climate students of science education will find this Reader an important route map to further reading and understanding Research in Science Education in Europe Geoff Welford, Jonathan Osborne, Phil Scott, 2005-08-02 A range

of topical issues and concerns at the forefront of research in science education in Europe are examined in this text The contributors are science educators and researchers from throughout Europe **Your Science Classroom** M. Jenice Goldston, Laura Downey, 2012-01-18 Your Science Classroom Becoming an Elementary Middle School Science Teacher by authors M Jenice Dee Goldston and Laura Downey is a core teaching methods textbook for use in elementary and middle school science methods courses Designed around a practical practice what you teach approach to methods instruction the text is based on current constructivist philosophy organized around 5E inquiry and guided by the National Science Education Teaching Standards **Routledge Library Editions: Education Mini-Set O Teaching and Learning 14 vols**

Various, 2021-12-02 Originally published between 1973 and 1993 the 14 books in this set discuss a number of themes such as policy practice and evaluation in schools dealing with disruptive behaviour issues regarding the teaching of arts and sciences ethnographic studies of life in primary and secondary schools and critical events in teaching and learning **Philosophy of Science, Cognitive Psychology, and Educational Theory and Practice** Richard Alan Duschl, Richard J.

Hamilton, 1992-01-01 This edited volume extends existing discussions among philosophers of science cognitive psychologists and educational researchers on the restructuring of scientific knowledge and the domain of science education This exchange of ideas across disciplinary fields raises fundamental issues and provides frameworks that help to focus educational

research programs curriculum development efforts and teacher training programs **Rethinking Schooling** Ian Westbury, Geoff Milburn, 2006-11-22 Taking a collection of seminal articles from the Journal of Curriculum Studies this book offers readers a vantage point for thinking about the worlds of schools and curricula focusing in particular on the concept of seeing schools curricula and teaching in new ways Each of the chapters sheds fresh light on the ways of thinking the aforementioned Themes include classrooms and teaching pedagogy science and history education school and curriculum development students lives in schools Written by an international group of distinguished scholars from Britain North America Sweden and Germany the chapters draw on the perspectives offered by curriculum and pedagogical theory history ethnography sociology psychology and organisational studies and experiences in curriculum making Together they invite many questions about why teaching and curricula must be as they are Rethinking Schooling provides new futures for education and alternative ways of seeing them **AETS Yearbook** ,1984 Constructivist Teacher Education Virginia Richardson, 2005-08-15 bringing together issues of theory research and practice in constructivist teacher education this book raises the questions and offers answers as to how does one persuade students and teachers to change their fundamental beliefs and practices about teaching and learning **Towards Scientific Literacy** Derek Hodson, 2008-01-01 This book is a guide for teachers student teachers teacher educators science education researchers and curriculum developers who wish to get to grips with the vast and complex literature encompassing the history of science philosophy of science and sociology of science HPS A number of books cover essentially the same ground but what makes this book unique is that it is written from the perspective of science education The author's purpose is twofold First to identify clarify and critique elements in the HPS literature that are of key importance in developing students scientific and technological literacy as defined in the opening chapter of the book Second to enhance teachers capacity to build and present curricula that afford a much higher profile to HPS than has been traditional The significance of the book can be judged from the prominence given to nature of science understanding in much recent international debate and writing in science education and in the plethora of influential reports on science and technology education published around the world that identify HPS knowledge and understanding as central components of 21st century science education *Activist Science and Technology Education* Larry Bencze, Steve Alsop, 2014-06-05 This collection examines issues of agency power politics and identity as they relate to science and technology and education within contemporary settings Social economic and ecological critique and reform are examined by numerous contributing authors from a range of international contexts These chapters examine pressing pedagogical questions within socio scientific contexts including petroleum economies food justice health environmentalism climate change social media and biotechnologies Readers will discover far reaching inquiries into activism as an open question for science and technology education citizenship and democracy The authors call on the work of prominent scholars throughout the ages including Bourdieu Foucault Giroux Jasanoff Kierkegaard Marx Nietzsche Rancière and others The application of

critical theoretical scholarship to mainstream practices in science and technology education distinguishes this book and this deep theoretical treatment is complemented by many grounded more pragmatic exemplars of activist pedagogies Practical examples are set within the public sphere within selected new social movements and also within more formal institutional settings including elementary and secondary schools and higher education These assembled discussions provide a basis for a more radically reflexive reworking of science and technology education Educational policy makers science education scholars and science and technology educators amongst others will find this work thought provoking instructive and informative

Routledge Library Editions: Education Management Various, 2021-07-29 Reissuing works originally published between 1975 and 1997 this collection includes books covering all aspect of managing schools from primary to further education With an international selection of authors some volumes present case studies while others address wider areas of concern in the management of educational institutions Individual volumes concern special schools and specific types such as the grant maintained system in the UK Topics cross over from finance to staff development to politics and governance to innovation This is an excellent varied set for any education management bookshelf

Teaching and Learning about Science Derek Hodson, 2009-01-01 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

Science Education Towards Social and Ecological Justice Matthew Weinstein, Chantal Pouliot, Isabel Martins, Ralph Levinson, Lyn Carter, Larry Bencze, Ajay Sharma, 2023-08-25

This book consists of stories of struggles in science education presented by a network of science educators working in Australia Brazil Canada Britain and the United States The common goal of these educators is to produce more socially ecologically just models and practices of science education The book considers and reworks the key terms of current social justice agency realism justice and power Its first section explores re inhabiting science in the quest for more just worlds including reterritorializing science within emergent theories of critical realism engaging citizens activists with corporate science and challenging neoliberalism and the forces that organize structure knowledge The second section redefines praxis of science education itself through nuanced explorations of agency decolonialism and justice in ways that emphasize complexity hybridity ambivalence and contradiction The stories of this international group capture individual and collective efforts motivated by a persistent sense that science and science education matter for questions of justice

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