The Practice of Constructivism in Science Education

Kenneth Tobin

Practice Of Constructivism In Science Education

Mark Johnson

Practice Of Constructivism In Science Education:

The Practice of Constructivism in Science Education Kenneth G. Tobin, 2012-11-12 This volume provides a needed elaboration of theories and potential applications of constructivism in science education Although the term constructivism is used widely there has been a dearth of materials to guide science educators concerning the potential of constructivism to influence what is done in the field In fact there has been a tendency for constructivism to be viewed as a method that can be used in a classroom This view tends to diminish the power of constructivism as a way of thinking about education and in particular about science education The chapters in this book address the need to document the theoretical roots of constructivism and to describe how practitioners have applied constructivist oriented beliefs in the practice of K 12 teaching of science and mathematics as well as teacher education Not only does this book contain different theoretical perspectives on constructivism but it also features a chapter that critiques constructivism as an epistemology Specific topics covered include cooperative learning the negotiation of meaning problem centered learning social construction of knowledge science in culturally diverse settings curriculum planning and implementation and instructional technology Issues associated with the preparation and enhancement of science teachers and the reform of science education are also explored in Science Education Michael R. Matthews, 1998-02-28 Constructivism is one of the most influential theories in contemporary education and learning theory It has had great influence in science education. The papers in this collection represent arguably the most sustained examination of the theoretical and philosophical foundations of constructivism yet published Topics covered include orthodox epistemology and the philosophical traditions of constructivism the relationship of epistemology to learning theory the connection between philosophy and pedagogy in constructivist practice the difference between radical and social constructivism and an appraisal of their epistemology the strengths and weaknesses of the Strong Programme in the sociology of science and implications for science education The book contains an extensive bibliography Contributors include philosophers of science philosophers of education science educators and cognitive scientists The book is noteworthy for bringing this diverse range of disciplines together in the examination of a central educational topic

Science Education in Theory and Practice Ben Akpan, Teresa J. Kennedy, 2025-04-26 This book addresses the critical role of science education in the context of global growth and development emphasizing its significance in the advancement of societal progress The book identifies and explores the lack of comprehensive resources compiling diverse learning theories and their practical applications in science teaching Tailored for a global audience it bridges the knowledge gap with a narrative genre offering a cohesive exploration of fundamental theories and applications With contributors from 14 countries this edition goes beyond its predecessor delivering updated insights across chapters in research pedagogy and educational theory Each chapter enriches the reader's experience with exercises and reflections fostering deeper engagement Notably the second edition responds to the evolving educational landscape introducing Chapter 28 on Virtual Technology in the wake

of the COVID 19 pandemic This book is an invaluable resource for students educators and researchers interested in science education providing a comprehensive exploration of updated theories and practices Handbook of Research on Science Education Norman G. Lederman, Dana L. Zeidler, Judith S. Lederman, 2023-03-17 Volume III of this landmark synthesis of research offers a comprehensive state of the art survey highlighting new and emerging research perspectives in science education Building on the foundations set in Volumes I and II Volume III provides a globally minded up to the minute survey of the science education research community and represents the diversity of the field Each chapter has been updated with new research and new content and Volume III has been further developed to include new and expanded coverage on astronomy and space education epistemic practices related to socioscientific issues design based research interdisciplinary and STEM education inclusive science education and the global impact of nature of science and scientific inquiry literacy As with the previous volumes Volume III is organized around six themes theory and methods of science education research science learning diversity and equity science teaching curriculum and assessment and science teacher education Each chapter presents an integrative review of the research on the topic it addresses pulling together the existing research working to understand historical trends and patterns in that body of scholarship describing how the issue is conceptualized within the literature how methods and theories have shaped the outcomes of the research and where the strengths weaknesses and gaps are in the literature Providing guidance to science education faculty scholars and graduate students and pointing towards future directions of the field Handbook of Research on Science Education Research Volume III offers an essential resource to all members of the science education community An Introduction to the Study of Education David Matheson, 2014-09-15 This fully updated fourth edition of An Introduction to the Study of Education provides a comprehensive and reflective introduction to the study of education inviting students to question what education is who it is for and what purpose it serves Taking the reader from the early years through to lifelong learning it examines all forms of education and learning This new edition includes ten completely new chapters and a step by step guide to essay writing There is also a companion website to accompany the book featuring additional chapters which can be visited at www routledge com cw matheson This fully updated fourth edition provides a full exploration of the historical sociological philosophical and psychological roots of education a clear focus on the individual levels of education preschool compulsory post compulsory and lifelong learning the latest debates within special educational needs an in depth examination of learning styles insights into the historical development of education and the role of and background to research in education a focus on current educational practice and diversity across the United Kingdom and Ireland Written in a clear and accessible style this is the essential core text for all beginning students on undergraduate and postgraduate courses in Education Studies and all those interested in education today where it came from and where it is going **Socio-Cultural Perspectives on** Science Education W.W. Cobern, 2012-12-06 Global science education is a reality at the end of the 20th century albeit an

uneven reality because of tremendous technological and economic pressures Unfortunately this reality is rarely examined in the light of what interests the everyday lives of ordinary people rather than the lives of political and economic elites The purpose of this book is to offer insightful and thought provoking commentary on both realities. The tacit question throughout the book is Whose interests are being served by current science education practices and policies. The various chapters offer critical analysis from the perspectives of culture economics epistemology equity gender language and religion in an effort to promote a reflective science education that takes place within rather than taking over the important cultural lives of people The target audience for the book includes graduate students in education science education and education policy professors policy and government officials involved with education **Dialogic Collaborative Action Research in Science Education** Allan Feldman, Jawaher Alsultan, Katie Laux, Molly Nation, 2023-08-17 This engaging and practical book offers science teacher educators and K 12 science teachers alike the tools to engage in a dialogic mode of collaborative action research D CAR a collaborative mode of action research focused on teachers experiences with students reflection upon these experiences and peer learning Renowned science educator Allan Feldman and co authors from across numerous settings in K 12 science education present the theory methodology case studies and practical advice to support the use of D CAR as a means to enhance teachers normal practice and address the problems dilemmas and dissonances that science teachers must negotiate as they work to meet the needs of an increasingly diverse student population and engage with complex science teaching challenges that disproportionately affect marginalized students The book will be of use to science teacher educators pre service and in service science teachers professional development specialists or any science educator invested in developing creative reflective and thoughtful teachers **Online Science Learning: Best Practices and Technologies** Downing, Kevin, Holtz, Jennifer, 2008-05-31 The continued growth in general studies and liberal arts and science programs online has led to a rise in the number of students whose science learning experiences are web based However little is known about what is actually going on in web based science courses at the level of the disciplines within liberal arts and sciences or the corresponding course design features Online Science Learning Best Practices and Technologies reviews trends and efforts in web based science instruction and evaluates contemporary philosophies and pedagogies of online science instruction This title on an emergent and vital area of education clearly demonstrates how to enrich the academic character and quality of web based science instruction Student Thinking and Learning in Science Keith S. Taber, 2014-04-11 This readable and informative survey of key ideas about students thinking in science builds a bridge between theory and practice by offering clear accounts from research and showing how they relate to actual examples of students talking about widely taught science topics Focused on secondary students and drawing on perspectives found in the international research literature the goal is not to offer a comprehensive account of the vast literature but rather to provide an overview of the current state of the field suitable for those who need an understanding of core thinking about learners ideas in science

including science education students in teacher preparation and higher degree programs and classroom teachers especially those working with middle school high school or college level students Such understanding can inform and enrich science teaching in ways which are more satisfying for teachers less confusing and frustrating for learners and so ultimately can lead to both greater scientific literacy and more positive attitudes to science **International Encyclopedia of Education** ,2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequalled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files **Developmental Perspectives on Metaphor** Ellen Winner, 2017-09-05 Research on the development of metaphor abilities in children can be dated back as far as 1960 with Asch and Nerlove's pioneering study which concluded that children were unable to understand metaphors until middle or even late childhood However the study of metaphor in children did not take off until the 1970s research continued to show metaphor as a relatively late developing skill based on children's inability to paraphrase correctly metaphoric sentences presented out of any situational or narrative context In the past decade research into the development of figurative language has broadened considerably in scope Efforts have been underway to demonstrate the cognitive underpinnings of the ability to make sense of figurative language and to demonstrate the role of metaphor and its cousin analogy in the development of cognition Metaphor is now considered to be a central aspect of language and thought and thus a crucial variable in cognitive development. The articles in this issue support the claim that no longer can any theory of language acquisition afford to ignore how children are able to recognize the distinction between what is said and what is meant and how they are able to grasp what is meant when people say things

they do not mean Developing Models in Science Education J.K. Gilbert, C. Boulter, 2012-12-06 Models and modelling play a central role in the nature of science in its conduct in the accreditation and dissemination of its outcomes as well as forming a bridge to technology They therefore have an important place in both the formal and informal science education provision made for people of all ages This book is a product of five years collaborative work by eighteen researchers from four countries It addresses four key issues the roles of models in science and their implications for science education the place of models in curricula for major science subjects the ways that models can be presented to are learned about and can be produced by individuals the implications of all these for research and for science teacher education The work draws on insights from the history and philosophy of science cognitive psychology sociology linguistics and classroom research to establish what may be done and what is done The book will be of interest to researchers in science education and to those taking courses of advanced study throughout the world Attitude Research in Science Education Dr. Issa M. Saleh, Dr. Myint Swe Khine, 2011-02-01 The research into how students attitudes affect their learning of science related subjects has been one of the core areas of interest by science educators The development in science education records various attempts in measuring attitudes and determining the correlations between behavior achievements career aspirations gender identity and cultural inclination Some researchers noted that attitudes can be learned and teachers can encourage students to like science subjects through persuasion But some view that attitude is situated in context and has much to do with upbringing and environment The critical role of attitude is well recognized in advancing science education in particular designing curriculum and choosing powerful pedagogies and nurturing students Since Noll's 1935 seminal work on measuring the scientific attitudes a steady stream of research papers describing the development and validation of scales have appeared in scholarly publications Despite these efforts the progress in this area has been stagnated by limited understanding of the conception of attitude dimensionality and inability to determine the multitude of variables that made up such concept This book makes an attempt to take stock and critically examine classical views on science attitudes and explore contemporary attempts in measuring science related attitudes The chapters in this book are a reflection of researchers who work tirelessly in promoting science education and highlight the current trends and future scenarios in attitude measurement

International Handbook of Research on Multicultural Science Education Mary M. Atwater, 2022-06-30 This handbook gathers in one volume the major research and scholarship related to multicultural science education that has developed since the field was named and established by Atwater in 1993 Culture is defined in this handbook as an integrated pattern of shared values beliefs languages worldviews behaviors artifacts knowledge and social and political relationships of a group of people in a particular place or time that the people use to understand or make meaning of their world each other and other groups of people and to transmit these to succeeding generations The research studies include both different kinds of qualitative and quantitative studies The chapters in this volume reflect differing ideas about culture and its impact on

science learning and teaching in different K 14 contexts and policy issues Research findings about groups that are underrepresented in STEM in the United States and in other countries related to language issues and indigenous knowledge are included in this volume Science Education in the 21st Century Tang Wee Teo, Aik-Ling Tan, Yann Shiou Ong, 2020-06-29 This book reflects on science education in the first 20 years of the 21st century in order to promote academic dialogue on science education from various standpoints and highlights emergent new issues such as education in science education research It also defines new research agendas that should be moved forward and inform new trajectories through the rest of the century Featuring 21 thematically grouped chapters it includes award winning papers and other significant papers that address the theme of the 2018 International Science Education Conference **Society** Joseph I. Zajda, 2001 Education and Society third edition is a completely new edition of this popular text In fifteen wholly new chapters the authors outstanding educators writers and leaders in their particular fields focus on questions which have a highly current relevance for students of education in 2001 and beyond Future teachers for our twenty first century will read chapters which deal with such key issues as education for active citizenship democracy and education social identity conflict and education for peace social class in children's lives reconciliation and multiculturalism Asian values and human rights minority school settings marketing schools gender and ethnicity and achievement Information Technology education and new literacies and issues arising from emerging technology society relations in cyberspace and information technology dependence The new edition of Education and Society third edition complements the excellent selection of chapters in Education and Society and can be used in conjunction with the earlier edition in order to offer students a wide and stimulating introduction and overview to the major issues in the debate over the relationship between the school and the social and economic and political institutions which surround it inc EduChange Methodology Jiří Pánek et al., Making Knowledge Together Addressing Climate Change through Innovative Place Based Education and Blended Learning is the official name of the Erasmus Strategic Partnership project shortly EduChange The project aimed to innovate our way of teaching about Climate Change in both local and global perspectives via the field course methodology It brought together students and teachers from four European universities University of Malta Utrecht University the Netherlands Norwegian University of Science and Technology Trondheim Norway and Palacky University Olomouc Czechia with an idea that teaching and learning in the field is often rather traditional and teacher led Through EduChange we wanted to transform field courses into innovative creative learning environments in which teachers students and pupils can create knowledge together We believe that supporting innovation and creativity can be achieved via international partnerships and inter and trans dis ciplinary approaches This book presents the overall methodology used during the EduChange project Metaphor and Philosophy Mark Johnson, 2014-06-23 During the last 15 years cognitive scientists have discovered things about the nature and importance of metaphor that are startling because of their radical implications for metaphor research and because they

require us to rethink some of our most fundamental received notions of meaning concepts and reason Many of the theoretical assumptions that guided earlier generations who worked on metaphor have been undermined by this new research which has profound implications for philosophy More specifically the level of methodological sophistication of empirical studies of metaphor has increased markedly making possible rigorous detailed analyses of how metaphors actually structure conceptualization and reasoning In addition professionals have learned that metaphor is not merely a linguistic phenomenon but more fundamentally a conceptual and experiential process that structures the world The articles in this special issue make significant contributions to these advances **Second International Handbook of Science Education Barry** Fraser, Kenneth Tobin, Campbell J. McRobbie, 2011-12-14 The International Handbook of Science Education is a two volume edition pertaining to the most significant issues in science education It is a follow up to the first Handbook published in 1998 which is seen as the most authoritative resource ever produced in science education The chapters in this edition are reviews of research in science education and retain the strong international flavor of the project It covers the diverse theories and methods that have been a foundation for science education and continue to characterize this field Each section contains a lead chapter that provides an overview and synthesis of the field and related chapters that provide a narrower focus on research and current thinking on the key issues in that field Leading researchers from around the world have participated as authors and consultants to produce a resource that is comprehensive detailed and up to date The chapters provide the most recent and advanced thinking in science education making the Handbook again the most authoritative resource in science education Science Education Leadership: Best Practices for the New Century Jack Rhoton, 2010

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