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Albert Chr. Paulsen (eds.)

Practical Work in Science Education

- Recent Research Studies



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Practical Work In Science Education Recent Research Studies

AW Rasmussen



Practical Work In Science Education Recent Research Studies:

Practical Work in Science Education John Leach, John T. Leach, Albert Chr. Paulsen, Albert Paulsen, 1999-12-31 This book contains 18 reviewed papers originally presented at the conference Practical Work in Science Education the Face of Science in Schools held at the Royal Danish School of Educational Studies in Copenhagen in May 1998 Substantial literature about practical work has been published during the last decade This book contains contributions by researchers from England France Germany Norway Israel Italy Sweden and South Africa and adds important aspects to a varied and balanced view of practical work Some of the papers are conceptual addressing aims and rationales for practical work from a theoretical and critical perspective Most papers however encounter recent empirical research Important aspects about the outcome of students practice of science both inside and outside the conventional laboratory are addressed and make a substantial contribution to our understanding of the effectiveness of practical work for conceptual learning and the attainment of skills and processes normally associated with science *Enhancing Learning with Effective Practical Science* 11-16 Ian Abrahams, Michael J. Reiss, 2016-12-15 *Enhancing Learning with Effective Practical Science* begins with an exploration of the reasons why practical work is often less effective than it could be It provides 72 full and clear lesson guides for effective practical lessons in biology chemistry and physics for students aged between 11 and 16 Each lesson guide presents the practical work to be undertaken the apparatus and materials required and the ideas to be explored Health and safety issues are also covered Essential reading for trainee science teachers and practising teachers looking to enhance their teaching through effective use of practical work especially if teaching outside their science specialism [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 **Science Education Research and Practice in Europe** Doris Jorde, Justin Dillon, 2012-12-17 Each volume in the 7 volume series *The World of Science Education* reviews research in a key region of the world These regions include North America South and Latin America Asia Australia and New Zealand Europe Arab States and Sub Saharan Africa The focus of this Handbook is on science education in Europe In producing this volume the editors have invited a range of authors to describe their research in the context of developments in the continent and further afield In reading this book you are invited to consider the historical social and political contexts that have driven developments in science education research over the years A unique

feature of science education in Europe is the impact of the European Union on research and development over many years A growing number of multi national projects have contributed to the establishment of a community of researchers increasingly accepting of methodological diversity That is not to say that Europe is moving towards homogeneity as this volume clearly shows

Conference Proceedings. New Perspectives in Science Education Pixel,2017 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 pupil s 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

Constructing Worlds through Science Education John K. Gilbert,2013-05-13 Internationally renowned and award winning author John Gilbert has spent the last thirty years researching thinking and writing about some of the central and enduring issues in science education He has contributed over twenty books and 400 articles to the field and is Editor in Chief of the International Journal of Science Education For the first time he brings together sixteen of his key writings in one volume This unique book highlights important shifts in emphasis in science education research the influence of important individuals and matters of national and international concern All this is interwoven in the following four themes explanation models and modeling in science education relating science education and technology education informal education in science and technology alternative conceptions and science education

Research and the Quality of Science Education Kerst Boersma,European Science Education Research Association,2005-11-03 This text contains 40 papers in the field of science education on topics such as the learning of scientific concepts and skills scientific literacy informal science learning science teacher education and modeling in science education

Teaching Science in Five Countries Kathleen J. Roth,2006 **Issues in Science Teaching** John Sears,Pete Sorenson,2005-08-18 Issues in Science Teaching covers a wide range of important issues which will interest teachers at all phases in the education system The issues discussed include the nature and purposes of science education in a multicultural society including the idea of science for all the role and purposes of investigational work in science education assessment curriculum progression and pupil attitudes to their science experience supporting basic skills development in literacy numeracy and ICT through science teaching supporting cross curricular work through science teaching taking account of individual differences including ability special needs learning style and the case for inclusion The articles are strongly based on current research and are intended to stimulate and broaden debate among the readers Written by

practising science educators and teachers this book offers new and interesting ways of developing science education at all levels

Beyond Cartesian Dualism Steve Alsop, 2006-02-15 There is surprisingly little known about affect in science education Despite periodic forays into monitoring students attitudes toward science the effect of affect is too often overlooked Beyond Cartesian Dualism gathers together contemporary theorizing in this axiomatic area In fourteen chapters senior scholars of international standing use their knowledge of the literature and empirical data to model the relationship between cognition and affect in science education Their revealing discussions are grounded in a broad range of educational contexts including school classrooms universities science centres travelling exhibits and refugee camps and explore an array of far reaching questions What is known about science teachers and students emotions How do emotions mediate and moderate instruction How might science education promote psychological resilience How might educators engage affect as a way of challenging existing inequalities and practices This book will be an invaluable resource for anybody interested in science education research and more generally in research on teaching learning and affect It offers educators and researchers a challenge to recognize the mutually constitutive nature of cognition and affect

Aesthetic Experience in Science Education Per-Olof Wickman, 2006-04-21 This book examines the role of aesthetic experience in learning science and in science education from the perspective of knowledge as action and language use The theoretical underpinnings are based on the writings of John Dewey and Ludwig Wittgenstein In their spirit aesthetics is examined as it appears in the lives of people and how it relates to the activities in which they are involved Centered around an empirical analysis of how students and their teachers use aesthetic language and acts during laboratory and field work the book demonstrates that aesthetics is something that is constantly talked about in science class and that these aesthetic experiences are intimately involved in learning science These empirical findings are related to current debates about the relation between aesthetics and science and about motivation participation learning and socio cultural issues in science education This book features an empirical demonstration of the importance and specific roles of aesthetic experiences in learning science a novel contribution to the current debate on how to understand motivation participation and learning and a new methodology of studying learning in action Part I sketches out the theoretical concepts of Wickman s practical epistemology analysis of the fundamental role of aesthetics in science and science education Part II develops these concepts through an analysis of the use of aesthetic judgments when students and teachers are talking in university science classes Part III sums up the general implications of the theoretical underpinnings and empirical findings for teaching and learning science Here Wickman expands the findings of his study beyond the university setting to K 8 school science and explicates what it would mean to make science education more aesthetically meaningful Wickman s conclusions deal to a large extent with aesthetic experience as individual transformation and with people s prospects for participation in an activity such as science education These conclusions have significance beyond science teaching and learning that should be of concern to educators generally

This book is intended for educational researchers graduate students and teacher educators in science education internationally as well as those interested in aesthetics philosophy of education discourse analysis socio cultural issues motivation learning and meaning making more generally Aesthetics, Affect, and Making Meaning in Science Education Per-Olof Wickman, Vaughan Prain, Russell Tytler, 2025-02-12 This book offers novel approaches theoretical insights and results on the development of students and teachers interest in science as situated learning It argues for the importance of the affective and emotional dimensions of teaching and learning in STEM classrooms in parallel to the cognitive dimensions Contributions to this book examine aesthetics aesthetic judgement and aesthetic experience in science education from the perspectives of researchers and practitioners and make a case for integrating aesthetics and affective experiences in science education teaching and learning research and practice They explore how an aesthetics of science can empirically be observed to take shape through classroom interactions and how such interactions influence learning and how science is valued in aesthetic terms in relation to other practices The research studies featured in this book span from preschool to undergraduate students and also include a theoretical contribution reviewing and synthesising the methodological contributions to this volume They draw on recent theoretical methodological and empirical advances on the role of aesthetic experience for learning science These new developments are used to investigate how a disciplinary aesthetics of science can be developed and can meet that of other subjects and how these various aesthetic practices may be generatively dovetailed for the benefit of learning science and developing an interest in science This book s contribution extends beyond the fields of science education research Its insights can assist policymakers instructional designers and teacher educators in considering emotional aspects of learning and values more generally when implementing strategies to foster meaning making alongside sense making It was originally published as a special issue of the International Journal of Science Education

Mediating Science Learning through Information and Communications Technology Richard Holliman, Eileen Scanlon, 2013-04-15 Developments in information technology are bringing about changes in science education This Reader focuses on the theoretical and practical consideration of using information and communications technologies in teaching and learning It examines current approaches to teaching and learning in science at various levels of education and ways in which science in made more accessible This will include the future potential of such current developments as access to practical work delivered on the web The Reader is divided into three sections What are the current issues in using ICT to teach and learn in science Designing and evaluating ICT to teach and learn science Extending access to science learning This is a companion book to *Reconsidering Science Education* also published by RoutledgeFalmer *Mediating Science Learning Through ICT* is a valuable resource for teachers on Masters courses in science education and academics in science education

Exploring Emotions, Aesthetics and Wellbeing in Science Education Research Alberto Bellocchi, Cassie Quigley, Kathrin Otrell-Cass, 2016-10-19 This book addresses new research directions focusing on the emotional and aesthetic nature of

teaching and learning science informing more general insights about wellbeing It considers methodological traditions including those informed by philosophy sociology psychology and education and how they contribute to our understanding of science education In this collection the authors provide accounts of the underlying ontological epistemological methodological perspectives and theoretical assumptions that inform their work and that of others Each chapter provides a perspective on the study of emotion aesthetics or wellbeing using empirical examples or a discussion of existing literature to unpack the theoretical and philosophical traditions inherent in those works This volume offers a diverse range of approaches for anyone interested in researching emotions aesthetics or wellbeing It is ideal for research students who are confronted with a cosmos of research perspectives but also for established researchers in various disciplines with an interest in researching emotions affect aesthetics or wellbeing

Teaching and Learning in the Science Laboratory Dimitris Psillos,H. Niedderer,2006-05-05 Scope of the book There is an on going debate regarding the role of labwork in science education which dates back several decades and which illustrates the conviction and interest of teachers researchers and policy makers world wide in the value of laboratory work for understanding science This is evident in more recent books and studies regarding the laboratory which mainly refer to countries with a considerable tradition in practical work in science education Woolnough Alsop 1985 Hodson 1993 Hegarthy Hazel 1990 Wellington 2000 Yet in discussing research studies on labwork several authors express their concern about its effectiveness in facilitating students understanding of various aspects of scientific inquiry They point out a comprehensive re conceptualisation of the aims of labwork and as a consequence of investigating what the students actually learn in different contexts Lazarowitz Tamir 1994 Tobin Tippins 1993 Lunetta 1998 It has also been argued that the relationship between instructional activities and student learning in labwork needs more attention than it has been given in science education research Leach Paulsen 1999 It appears that the case for research based labwork emerges in several quarters in science education particularly among researchers This book presents and discusses a variety of laboratory practices and their effectiveness The studies take into account recent theoretical developments and empirical results concerning students understanding of scientific inquiry A whole chapter is devoted to technological advances offering new learning opportunities for the students and teaching facilities for the teacher

Multiple Solution Methods for Teaching Science in the Classroom Stephen DeMeo,2008 For the first time in science education the subject of multiple solution methods is explored in book form While a multiple method teaching approach is utilized extensively in math education there are very few journal articles and no texts written on this topic in science Teaching multiple methods to science students in order to solve quantitative word problems is important for two reasons First it challenges the practice by teachers that one specific method should be used when solving problems Secondly it calls into question the belief that multiple methods would confuse students and retard their learning Using a case study approach and informed by research conducted by the author this book claims that providing students with a choice of methods as well

as requiring additional methods as a way to validate results can be beneficial to student learning. A close reading of the literature reveals that time spent on elucidating concepts rather than on algorithmic methodologies is a critical issue when trying to have students solve problems with understanding. It is argued that conceptual understanding can be enhanced through the use of multiple methods in an environment where students can compare, evaluate, and verbally discuss competing methodologies through the facilitation of the instructor. This book focuses on two very useful methods: proportional reasoning (PR) and dimensional analysis (DA). These two methods are important because they can be used to solve a large number of problems in all of the four academic sciences: biology, chemistry, physics, and earth science. This book concludes with a plan to integrate DA and PR into the academic science curriculum starting in late elementary school through to the introductory college level. A challenge is presented to teachers as well as to textbook writers who rely on the single method paradigm to consider an alternative way to teach scientific problem solving.

Quality of Instruction in Physics Hans E. Fischer, Peter Labudde, Knut Neumann, Jouni Viiri, 2014. This book reports the findings from the tri-national video study *Quality of Instruction in Physics (QuIP)*. Within the scope of the QuIP study, physics instruction was investigated in a total of 103 classes from Finland, North Rhine-Westphalia, Germany, and German-speaking Switzerland. The main aim was to identify typical patterns of physics instruction of the three samples and to investigate conditions under which these patterns are successful with respect to students' learning interest and motivation. Among others, instructional characteristics, the quality of students' practical work, successful patterns of sequencing the subject matter, structure, and teaching strategies were investigated by means of analyses of video-recorded lessons. Variables external to instruction that were investigated included teachers' professional knowledge and students' cognitive abilities. The study followed a pre-post design with data collection prior to and after an instructional unit on electrical energy and power. The results are well in line with the findings from large-scale international studies, indicating a particularly successful instructional pattern in Finland. A comparison of characterisation of instruction in comparison between the three countries reveals important findings for the improvement of the teaching and learning of physics in secondary school education.

Science Teaching Michael R. Matthews, 2014-09-19. *Science Teaching* explains how history and philosophy of science contributes to the resolution of persistent theoretical, curricular, and pedagogical issues in science education. It shows why it is essential for science teachers to know and appreciate the history and philosophy of the subject they teach and how this knowledge can enrich science instruction and enthuse students in the subject. Through its historical perspective, the book reveals to students, teachers, and researchers the foundations of scientific knowledge and its connection to philosophy, metaphysics, mathematics, and broader social influences, including the European Enlightenment and develops detailed arguments about constructivism, worldviews, and science. Multicultural science education, inquiry, teaching values, and teacher education. Fully updated and expanded, the 20th Anniversary Edition of this classic text featuring four new chapters: *The Enlightenment Tradition*, *Joseph Priestley*, and *Photosynthesis*. Science

Worldviews and Education and Nature of Science Research and 1 300 references provides a solid foundation for teaching and learning in the field Science Education Keith S. Taber,Ben Akpan,2016-12-27 This book comprises a wide range of scholarly essays introducing readers to key topics and issues in science education Science education has become a well established field in its own right with a vast literature and many active areas of scholarship Science Education An International Course Companion offers an entry point for students seeking a sound but introductory understanding of the key perspectives and areas of thinking in science education Each account is self contained and offers a scholarly and research informed introduction to a particular topic theme or perspective with both citations to key literature and recommendations for more advanced reading Science Education An International Course Companion allows readers such as those preparing for school science teaching or seeking more advanced specialist qualifications to obtain a broad familiarity with key issues across the field as well as guiding wider reading about particular topics of interest The book therefore acts as a reader to support learning across courses in science education internationally The broad coverage of topics is such that that the book will support students following a diverse range of courses and qualifications The comprehensive nature of the book will allow course leaders and departments to nominate the book as the key reader to support students their core course companion in science education

Unveiling the Power of Verbal Artistry: An Mental Sojourn through **Practical Work In Science Education Recent Research Studies**

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