

Modeling Theory in Science Education

Ibrahim A. Halloun

Kluwer Academic Publishers, 2004

ISBN: 1-4020-2139-9 (HB)

ISBN: 1-4020-2140-2 (e-book)

This book is the culmination of over twenty years of work toward a pedagogical theory that promotes experiential learning of model-laden theory and inquiry in science. It is primarily intended for researchers and graduate students in science education, and it may serve as a major reference for in-service and pre-service science teachers. The book focuses as much on course content as on instruction and learning methodology, and presents practical aspects that have repeatedly demonstrated their value in fostering meaningful and equitable learning of physics and other science courses at the secondary school and college levels.

The author shows how a scientific theory that is the object of a given science course can be organized around a limited set of basic models. Special tools are introduced, including modeling schemata, for students to meaningfully construct models and required conceptions, and for teachers to efficiently plan instruction and assess and regulate student learning and teaching practice. A scientific model is conceived to represent a particular pattern in the structure or behavior of physical realities and to explore and reify the pattern in specific ways.

The author further shows how to engage students in modeling activities through structured learning cycles. Throughout a given cycle, students construct a specific model and deploy it so as to develop generic tools and systematic rules and schemes of scientific inquiry. The target model is constructed by successive refinements of related subsidiary models that individual students would have developed by correspondence to familiar situations. The entire process is teacher-mediated in a way to bring to the surface various student ideas, especially those that are at odds with science, and to help students mutually ascertain their ideas and regulate them in an insightful manner.

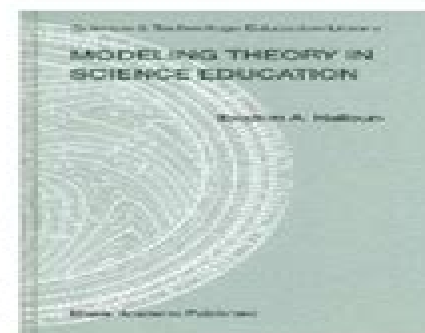


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Modeling Theory In Science Education

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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

Mathematical Modelling in Education Research and Practice Gloria Ann Stillman,Werner Blum,Maria Salett Biembengut,2015-07-20 In this volume cultural social and cognitive influences on the research and teaching of mathematical modelling are explored from a variety of theoretical and practical perspectives The authors of the current volume are all members of the International Community of Teachers of Mathematical Modelling and Applications the peak research body in this field A distinctive feature of this volume is the high number of authors from South American countries These authors bring quite a different perspective to modelling than has been showcased in previous books in this series in particular from a cultural point of view As well as recent international research there is a strong emphasis on pedagogical issues including those associated with technology and assessment in the teaching and learning of modelling Applications at various levels of education are exemplified The contributions reflect common issues shared globally and represent emergent or on going challenges

Models and Modeling Myint Swe Khine,Issa M. Saleh,2011-03-01 The process of developing models known as modeling allows scientists to visualize difficult concepts explain complex phenomena and clarify intricate theories In recent years science educators have greatly increased their use of modeling in teaching especially real time dynamic modeling which is central to a scientific investigation Modeling in science teaching is being used in an array of fields everything from primary sciences to tertiary chemistry to college physics and it is sure to play an increasing role in the future of education Models and Modeling Cognitive Tools for Scientific Enquiry is a comprehensive introduction to the use of models and modeling in science education It identifies and describes many different modeling tools and presents recent applications of modeling as a cognitive tool for scientific enquiry

The Routledge Handbook of Philosophy of Scientific Modeling Tarja Knuuttila,Natalia Carrillo,Rami Koskinen,2024-09-05 Models and modeling have played an increasingly important role in philosophy going back to the nineteenth century While philosophical interest in models has been remarkably lively over the last two decades there are still many underexplored questions The Routledge Handbook of Philosophy of Scientific Modeling is an outstanding reference source and guide to this fast growing area and is the first volume of its kind Comprised of 40 specially commissioned chapters by an international team of contributors the Handbook is organized into five clear parts Historical and General Perspectives Philosophical Accounts of Modeling Methodological Aspects Model Construction Evaluation and Calibration Related Topics Modeling in the Wild Within these parts the

Handbook covers a diverse range of topics including historical perspectives on modeling the relationship between models theories representation idealization and understanding and related topics like big data simulation and statistical and computational modeling Different kinds of models are discussed for example network models financial models and climate and synthetic models The Routledge Handbook of Philosophy of Scientific Modeling is essential reading for students and scholars of philosophy of science formal epistemology and philosophy of social sciences It is also a valuable resource for those in related fields such as computer science and information technology

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Vasilisa Christidou, Fotini Bonoti, Vassilia Hatzinikita, 2023-05-03 *Handbook of Research on Science Education, Volume II*
Norman G. Lederman, Sandra K. Abell, 2014-07-11 Building on the foundation set in Volume I a landmark synthesis of research in the field Volume II is a comprehensive state of the art new volume highlighting new and emerging research perspectives The contributors all experts in their research areas represent the international and gender diversity in the science education research community The volume is organized around six themes theory and methods of science education research science learning culture gender and society and science learning science teaching curriculum and assessment in science 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 the 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 and graduate students and leading to new insights and directions for future research the Handbook of Research on Science Education Volume II is an essential resource for the entire science education community

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