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METAPHOR AND ANALOGY IN SCIENCE EDUCATION

Edited by
Peter J. Aubusson,
Allan G. Harrison and
Stephen M. Ritchie

Metaphor And Analogy In Science Education

**Berry Billingsley, Keith
Chappell, Michael J. Reiss**



Metaphor And Analogy In Science Education:

Metaphor and Analogy in Science Education Peter J. Aubusson, Allan G. Harrison, Stephen M. Ritchie, 2006-06-28
Years ago a primary teacher told me about a great series of lessons she had just had. The class had visited rock pools on the seashore and when she asked them about their observations they talked about it was like a factory it was like a church it was like a garden it was like our kitchen at breakfast time etc. Each student's analogy could be elaborated and these analogies provided her with strongly engaged students and a great platform from which to develop their learning about biological diversity and interdependence. In everyday life we learn so many things by comparing and contrasting. The use of analogies and metaphors is important in science itself and their use in teaching science seems a natural extension but textbooks with their own sparse logic do not help teachers or students. David Ausubel in the 1960s had advocated the use of advance organisers to introduce the teaching of conceptual material in the sciences and some of these had an analogical character. However research on the value of this idea was cumbersome and indecisive and it ceased after just a few studies. In the 1980s research into children's conceptions of scientific phenomena and concepts really burgeoned and it was soon followed by an exploration of a new set of pedagogical strategies that recognised a student in a science class is much more than a

tabula rasa. **Metaphor and Analogy in Science Education** Peter J. Aubusson, Peter Aubusson, Allan G. Harrison, Steve Ritchie, 2006. This book brings together powerful ideas and new developments from internationally recognised scholars and classroom practitioners to provide theoretical and practical knowledge to inform progress in science education. This is achieved through a series of related chapters reporting research on analogy and metaphor in science education. Throughout the book contributors not only highlight successful applications of analogies and metaphors but also foreshadow exciting developments for research and practice. Themes include metaphor and analogy best practice as reasoning for learning applications in teacher development in science education research philosophical and theoretical foundations. Accordingly the book is likely to appeal to a wide audience of science educators classroom practitioners student teachers teacher educators and researchers.

Conceptual metaphor and embodied cognition in science learning Tamer Amin, Fredrik Jeppsson, Jesper Haglund, 2018-10-03. Scientific concepts are abstract human constructions invented to make sense of complex natural phenomena. Scientists use specialised languages diagrams and mathematical representations of various kinds to convey these abstract constructions. This book uses the perspectives of embodied cognition and conceptual metaphor to explore how learners make sense of these concepts. That is it is assumed that human cognition including scientific cognition is grounded in the body and in the material and social contexts in which it is embedded. Understanding abstract concepts is therefore grounded via metaphor in knowledge derived from sensory and motor experiences arising from interaction with the physical world. The volume consists of nine chapters that examine a number of intertwined themes how systematic metaphorical mappings are implicit in scientific language diagrams mathematical representations and the

gestures used by scientists how scientific modelling relies fundamentally on metaphor and can be seen as a form of narrative cognition how implicit metaphors can be the sources of learner misconceptions how conceptual change and the acquisition of scientific expertise involve learning to coordinate the use of multiple implicit metaphors and how effective instruction can build on recognising the embodied nature of scientific cognition and the role of metaphor in scientific thought and learning The volume also includes three extended commentaries from leading researchers in the fields of cognitive linguistics the learning sciences and science education in which they reflect on theoretical methodological and pedagogical issues raised in the book This book was originally published as a special issue of the International Journal of Science Education

Visualization: Theory and Practice in Science Education John K. Gilbert, Miriam Reiner, Mary Nakhleh, 2007-12-05 External representations pictures diagrams graphs concrete models have always been valuable tools for the science teacher This book brings together the insights of practicing scientists science education researchers computer specialists and cognitive scientists to produce a coherent overview It links presentations about cognitive theory its implications for science curriculum design and for learning and teaching in classrooms and laboratories *The World of Science Education*, 2009-01-01 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 and Israel North Africa and the Middle East and Sub Saharan Africa The focus of this Handbook is on Australasia a region loosely recognized as that which includes Australia and New Zealand plus nearby Pacific nations such as Papua New Guinea Solomon Islands Fiji Tonga Vanuatu and the Samoan islands science education and the scholarship that most closely supports this program The reviews of the research situate what has been accomplished within a given field in Australasian rather than international context The purpose therefore is to articulate and exhibit regional networks and trends that produced specific forms of science education The thrust lies in identifying the roots of research programs and sketching trajectories focusing the changing face of problems and solutions within regional contexts The approach allows readers review what has been done and accomplished what is missing and what might be done next [How Metaphors Guide, Teach and Popularize Science](#) Anke Beger, Thomas H. Smith, 2020-04-22 Metaphors are essential to scientists themselves and strongly influence science communication Through careful analyses of metaphors actually used in science texts recordings and videos this book explores the essential functions of conceptual metaphor in the conduct of science teaching of science and how scientific ideas are promoted and popularized With an accessible introduction to theory and method this book prepares scientists science teachers and science writers to take advantage of recent shifts in metaphor theories and methods Metaphor specialists will find theoretical issues explored in studies of bacteriology cell reproduction marine biology physics brain function and social psychology We see the degree of conscious or intentional use of metaphor in shaping our conceptual systems and constraining inferences Metaphor sources include social structure embodied experience abstract or mathematical

formulations The results are sometimes innovative hypotheses and robust conclusions other times pedagogically useful if inaccurate stepping stones or at worst misleading fictions As of January 2023 this e book is freely available thanks to the support of libraries working with Knowledge Unlatched

Science and Religion in Education Berry Billingsley, Keith Chappell, Michael J. Reiss, 2019-11-06 This book brings together the latest research in education in relation to science and religion Leading international scholars and practitioners provide vital insights into the underlying debates and present a range of practical approaches for teaching Key themes include the origin of the universe the theory of evolution the nature of the human person the nature of science and Artificial Intelligence These are explored in a range of international contexts The book provides a valuable resource for teachers students and researchers in the fields of education science religious education and the growing specialist field of science and religion Science and Religion in Education is a compelling read for current and future generations of academic researchers and teachers who wish to explore the fascinating intersect between science education and religious studies The research findings and insights presented by these international scholars offer new dimensions on contemporary practice

Vaile Dawson Professor of Science Education University of Western Australia Science and Religion in Education offers a fascinating and diverse collection of chapters surveying the current state of thinking about how science and religion can be understood in education The book offers a wealth of thought provoking material for anyone interested in the natures of science and religion their relationship s or their representation within the curriculum Professor Keith Taber University of Cambridge Science education and religious education are uncomfortable bedfellows This book written in part as a response to the perhaps too clear accounts of Ian Barbour provides suitably nuanced pictures of how science and religion are dealt with in schools Whatever the views of specialists young people receive an education in both science and religion hearing their voices is refreshing in such a serious academic account Julian Stern Professor of Education and Religion York St John University Humans have long endeavored to make sense of the world often using science and religion Yet these two great traditions are frequently seen as incompatible This useful volume features thoughtful contributions from experts whose work straddles the divide and provides educators with arguments engaging strategies and historical perspectives to help build a bridge and allow a fruitful discussion in schools William F McComas Distinguished Professor of Science Education University of Arkansas Equal parts critical examination of existing models for the relationship between science and religion scholarly exposition of newer models and insights toward practical application in classrooms this book is an invaluable resource for science and religion educators If you have been thinking it is time we looked beyond Barbour s taxonomy you will want to read this book If you have not I implore you to read this book Jason Wiles Associate Professor of Biology and Science Education Syracuse University

Narrative and Metaphor in Education Michael Hanne, Anna A. Kaal, 2018-12-07 Human beings rely equally on narrative or storytelling and metaphor or analogy for making sense of the world Narrative and Metaphor in Education integrates the two perspectives of narrative and metaphor in

educational theory and practice at every level from pre school to lifelong civic education Bringing together outstanding educational researchers the book interweaves for the first time the rich strand of current research about how narrative may be used productively in education with more fragmentary research on the role of metaphor in education and invites readers to look both ways The book consists of research by 40 academics from many countries and disciplines describing and analysing the intricate connections between narrative and metaphor as they manifest themselves in many fields of education including concepts of education teacher identity and reflective practice teaching across cultures teaching science and history using digital and visual media in teaching fostering reconciliation in a postcolonial context special needs education civic and social education and educational policy making It is unique in combining study of the narrative perspective and the metaphor perspective and in exploring such a comprehensive range of topics in education Narrative and Metaphor in Education will be of great interest to academics and researchers in the fields of education and educational policy as well as teacher educators practising and future teachers It will also appeal to psychologists sociologists applied linguists and communications specialists

Science Education at the Nexus of Theory and Practice ,2008-01-01 This book is a compilation of papers from the inaugural International Science Education Conference held at the National Institute of Education Singapore The title Science Education at the Nexus of Theory and Practice reflects a pressing yet ongoing concern worldwide to integrate theory and practice in science education and the reader will find something of interest to both science education practitioners and researchers The editors have decided to engage in written dialogue before each of the three sections to enrich the experience Divided into three key sections A Concepts conceptual change and science learning B science teacher development and learning and C access to science accessible science the 19 chapters will engender food for thought and in all likelihood transform classroom practices All the contributors here provide important insights into the diverse education systems cultural backgrounds and societal norms through which science education can be realized

Using Analogies in Middle and Secondary Science Classrooms Allan G. Harrison, Richard K. Coll, 2008 Makes a distinct contribution to science instruction Many teachers attempt to use analogies and metaphors to introduce abstract concepts however little is available on how to do this with specific examples The authors definitely address a need Douglas Llewellyn Professor of Science Education St John Fisher College Helps preservice and novice teachers use analogies and allows teachers to bridge the gap that sometimes occurs when students are learning abstract concepts The examples cover a wide variety of subjects and are written in a concise easy to understand voice John D Ophus Assistant Professor of Science Education University of Northern Iowa Use the power of analogies to enliven your science classroom and meet national standards When analogies are effective they readily engage students interest and clarify difficult and abstract ideas But not all analogies are created equal and developing them is not always intuitive Drawing from an extensive research base on the use of analogies in the classroom Allan Harrison Richard Coll and a team of science experts come to the rescue with more than 40 teacher friendly ready to

use analogies for biology earth and space studies chemistry and physics The authors show teachers how and when to select analogies for instruction why certain analogies work or break down how to gauge their effectiveness and how to improve them Designed to enhance teachers presentation and interpretation of analogies through focus action and reflection FAR this guidebook includes Key science concepts explained through effective models and analogies Research findings on the use of analogies and their motivational impact Guidelines that allow teachers and students to develop their own analogies Numerous visual aids science vignettes and anecdotes to support the use of analogies Linked to NSTA standards Using Analogies in Middle Secondary Science Classrooms will become a much used text by teachers who want to enrich inquiry based science instruction

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