Making Sense of Secondary Science

Research into children's ideas

Rosalind Driver, Ann Squires, Peter Rushworth and Valerie Wood-Robinson

Classic Edition



Routledge Education Classic Edition

Rosalind Driver

Making Sense of Secondary Science Rosalind Driver, Peter Rushworth, Ann Squires, Valerie Wood-Robinson, 2005-11-02 When children begin secondary school they already have knowledge and ideas about many aspects of the natural world from their experiences both in primary classes and outside school These ideas right or wrong form the basis of all they subsequently learn Research has shown that teaching is unlikely to be effective unless it takes into account the position from which the learner starts Making Sense of Secondary Science provides a concise and accessible summary of the research that has been done internationally in this area The research findings are arranged in three main sections life and living processes materials and their properties physical processes Full bibliographies in each section allow interested readers to pursue the themes further Much of this material has hitherto been available only in limited circulation specialist journals or in unpublished research Its publication in this convenient form will be welcomed by all researchers in science education and by practicing science teachers continuing their professional development who want to deepen their understanding of how their Making Sense of Secondary Science ,1994 **Making Sense of Secondary Science** children think and learn Making Sense of Secondary Science Rosalind Driver, Ann Squires, Peter Rushworth, Valerie Rosalind Driver, 1994 Wood-Robinson, 2014-09-19 What ideas do children hold about the natural world How do these ideas affect their learning of science Young learners bring to the classroom knowledge and ideas about many aspects of the natural world constructed from their experiences of education and from outside school These ideas contribute to subsequent learning and research has shown that teaching of science is unlikely to be effective unless it takes learners perspectives into account Making Sense of Secondary Science provides a concise accessible summary of international research into learners ideas about science presenting evidence based insight into the conceptions that learners hold before and even despite teaching With expert summaries from across the science domains it covers research findings from life and living processes materials and their properties and physical processes This classic text is essential reading for all trainee secondary elementary and primary school science teachers as well as those researching the science curriculum and science methods who want to deepen their understanding of how learners think and to use these insights to inform teaching strategies It also provides a baseline for researchers wishing to investigate contemporary influences on children's ideas and to study the persistence of these conceptions Both components of Making Sense of Secondary Science this book and the accompanying teacher's resource file Making Sense of Secondary Science Support materials for teachers were developed as a result of a collaborative project between Leeds City Council Department of Education and the Children's Learning in Science Research Group at the University of Leeds UK Making Sense of Secondary Science Rosalind Driver, Peter Rushworth, Ann Squires, Valerie Wood-Robinson, 1994-02-03 When children begin secondary school they already have knowledge and ideas about many aspects of the natural world from their experiences both in primary classes and outside school These ideas right or wrong

form the basis of all they subsequently learn Research has shown that teaching is unlikely to be effective unless it takes into account the position from which the learner starts Making Sense of Secondary Science provides a concise and accessible summary of the research that has been done internationally in this area. The research findings are arranged in three main sections life and living processes materials and their properties physical processes Full bibliographies in each section allow interested readers to pursue the themes further Much of this material has hitherto been available only in limited circulation specialist journals or in unpublished research Its publication in this convenient form will be welcomed by all researchers in science education and by practicing science teachers continuing their professional development who want to deepen their understanding of how their children think and learn Making Sense of Secondary Science ,1994 Secondary Science Rosalind Driver, 1994 When children begin secondary school they already have knowledge and ideas about many aspects of the natural world which influence their ability to learn new concepts This file of support materials is designed especially for teachers of the early years in secondary school to show how these ideas can be used to help children to make sense of their experiences in science lessons The materials are divided into 24 sections or domains structured around three themes life and living processes materials and their properties and physical processes Each domain includes a science map Identifying key concepts and the links between them learning guides Giving practical and specific advice on the challenges children face in understanding these concepts what do they need to know first What activities will help them to learn What are the likely pitfalls All the learning guides are cross referenced to National Curriculum Programmes of Study and Statements of Attainment the teacher's view a confidence building guide to the scientific issues inherent in the domain Particularly useful in those areas of the subject in which the teacher feels less at home A separate paperback Making Sense of Secondary Science Research into Children's Ideas comes with the file and is also available on its own This provides a summary of NEXTarch on children's prior knowledge in each domain and a detailed bibliography for those who want to Science Curriculum Topic Study Page Keeley, 2005-02-23 Without question this book will explore certain aspects further be of great value to the profession of science teaching Given today's educational landscape of standards and high stakes testing curriculum topic study is an essential piece of the puzzle Cary Sneider Vice President for Educator Programs Museum of Science Boston Discover the missing link between science standards teacher practice and improved student achievement Becoming an accomplished science teacher not only requires a thorough understanding of science content but also a familiarity with science standards and research on student learning However a comprehensive strategy for translating standards and research into instructional practice has been lacking since the advent of standards based education reform Science Curriculum Topic Study provides a systematic professional development strategy that links science standards and research to curriculum instruction and assessment Developed by author Page Keeley of the Maine Mathematics and Science Alliance the Curriculum Topic Study CTS process can help teachers align curriculum instruction and assessment with

specific research based ideas and skills The CTS process will help teachers Improve their understanding of science content Clarify a hierarchy of content and skills in a learning goal from state or local standards Define formative and summative assessment goals and strategies Learn to recognize and address learning difficulties Increase opportunities for students of all backgrounds to achieve science literacy Design or utilize instructional materials effectively Containing 147 separate curriculum topic study guides arranged in eleven categories that represent the major domains of science this book provides the tools to both positively impact student learning and develop the knowledge and skills that distinguish expert science Making Sense of Secondary Science Rosalind Driver, Ann Squires, Peter Rushworth, Valerie teachers from novices Wood-Robinson, 2014-09-19 What ideas do children hold about the natural world How do these ideas affect their learning of science Young learners bring to the classroom knowledge and ideas about many aspects of the natural world constructed from their experiences of education and from outside school These ideas contribute to subsequent learning and research has shown that teaching of science is unlikely to be effective unless it takes learners perspectives into account Making Sense of Secondary Science provides a concise accessible summary of international research into learners ideas about science presenting evidence based insight into the conceptions that learners hold before and even despite teaching With expert summaries from across the science domains it covers research findings from life and living processes materials and their properties and physical processes This classic text is essential reading for all trainee secondary elementary and primary school science teachers as well as those researching the science curriculum and science methods who want to deepen their understanding of how learners think and to use these insights to inform teaching strategies It also provides a baseline for researchers wishing to investigate contemporary influences on children's ideas and to study the persistence of these conceptions Both components of Making Sense of Secondary Science this book and the accompanying teacher's resource file Making Sense of Secondary Science Support materials for teachers were developed as a result of a collaborative project between Leeds City Council Department of Education and the Children's Learning in Science Research Group at the University of Leeds UK Making Sense of Secondary Science ,1994 Making Sense of Secondary Science James Driver, 2013-01-11 What ideas do children hold about the naturl world How do these ideas affect their learning of science When children begin secondary school they already have knowledge and ideas about many aspects of the natural world from their experiences both in primary classes and outside school These ideas contribute to subsequent learning and research has shown that teaching is unlikely to be effective unless it takes learners perspectives into account Making Sense of Secondary Science Research into Children's Ideas provides a concise accessible summary of the research that has been done internationally in this area The research findings are arranged in three main sections life and living processes materials and their properties and physical processes Much of this material has hitherto been difficult to access and its publication in this convenient form will be welcomed by all science teachers both in initial training and in schools who want to deepen their

understanding of how their children think Making Sense of Secondary Science ,1994 Making Sense of Secondary Science Rosalind Driver, Peter Rushworth, Ann Squires, Valerie Wood-Robinson, 2004-03-10 When children begin secondary school they already have knowledge and ideas about many aspects of the natural world from their experiences both in primary classes and outside school This collection of support materials is designed especially for teachers of the early years in secondary school to give guidance both on the ideas which children are likely to bring with them and also on using these ideas to help pupils to make sense of their experiences in science lessons. The materials are in 24 sections structured around three themes life and living processes materials and their properties and physical processes Included in each section is a science map identifying key science ideas and also a set of learning guides which give detailed advice on helping children to develop these ideas Written in collaboration with teachers field tested in schools and suitable for use with any published science scheme these materials will be an essential resource for all science teachers who are planning teaching schemes and developing science lessons within the National Curriculum A separate paperback Making Sense of Secondary Science Research into Children's Ideas comes with the file and is also available separately. This provides a summary of research in the area and a detailed bibliography for those who want to pursue certain aspects further **Cracking Key Concepts in Secondary Science** Adam Boxer, Heena Dave, Gethyn Jones, 2021-06-23 The perfect companion to help you crack some of secondary science's most challenging concepts in your teaching Secondary science teaching is a heroic task taking some of humanity s greatest discoveries and explaining them to the next generation of students Cracking some of the trickiest concepts in biology chemistry and physics with walkthrough explanations and examples inspired by direct instruction this book will bring a fresh perspective to your teaching 30 key concepts explored in depth Understand what students should know before and after the lesson Tips and tricks offer detailed advice on each topic Checks for understanding so you can test your students knowledge Adam Boxer is Head of Science at The Totteridge Academy in North London Heena Dave was Head of Science at Bedford Free School Gethyn Jones is a teacher of physics at an independent school in London Student Ideas in Science: Another 25 formative assessment probes Page Keeley, 2005 V 1 Physical science assessment probes Life Earth and space science assessment probes **Teaching Science** Matt Cochrane, Tony Liversidge, Bernard Kerfoot, Judith Thomas, 2009-06-16 Reflective practice is at the heart of effective teaching and this book helps you develop into a reflective teacher of science Everything you need is here guidance on developing your analysis and self evaluation skills the knowledge of what you are trying to achieve and why and examples of how experienced teachers deliver successful lessons The book shows you how to plan lessons how to make good use of resources and how to assess pupils progress effectively Each chapter contains points for reflection which encourage you to break off from your reading and think about the challenging questions that you face as a new teacher The book comes with access to a companion website www sagepub co uk secondary Uncovering Student Ideas in Science: 25 more formative assessment probes Page Keeley, Francis

Eberle, Joyce Tugel, 2007 The popular features from Volume 1 are all here The field tested probes are short easy to administer and ready to reproduce Teacher materials explain science content and suggest grade appropriate ways to present information But Volume 2 covers more life science and Earth and space science probes Volume 2 also suggests ways to embed the probes throughout your instruction not just when starting a unit or topic Thermal Cameras in Science Education Jesper Haglund, Fredrik Jeppsson, Konrad J. Schönborn, 2022-03-15 This book presents a collection of educational research and developmental efforts on the rapidly emerging use of infrared cameras and thermal imaging in science education It provides an overview of infrared cameras in science education to date and of the physics and technology of infrared imaging and thermography It discusses different areas of application of infrared cameras in physics chemistry and biology education as well as empirical research on students interaction with the technology It ends with conclusions drawn from the contributions as a whole and a formulation of forward looking comments Cognitive and Affective Aspects in Science Education Research Kaisa Hahl, Kalle Juuti, Jarkko Lampiselkä, Anna Uitto, Jari Lavonen, 2017-07-10 This edited volume brings forth intriguing novel and innovative research in the field of science education The chapters in the book deal with a wide variety of topics and research approaches conducted in various contexts and settings all adding a strong contribution to knowledge on science teaching and learning The book is comprised of selected high quality studies that were presented at the 11th European Science Education Research Association ESERA Conference held in Helsinki Finland from 31 August to 4 September 2015 The ESERA science education research community consists of professionals with diverse disciplinary backgrounds from natural sciences to social sciences This diversity provides a rich understanding of cognitive and affective aspects of science teaching and learning in this volume The studies in this book will invoke discussion and ignite further interest in finding new ways of doing and researching science education for the future and looking for international partners for both science education and science education research The twenty five chapters showcase current orientations of research in science education and are of interest to science teachers teacher educators and science education researchers around the world with a commitment to evidence based and forward looking science teaching and learning

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level support materials Advice on teaching difficult ideas in biology chemistry physics and earth sciences Education for sustainable development and understanding climate change Managing the science classroom and health and safety in the laboratory Support for talk for learning and advice on numeracy in science New chapters on e learning and supporting learners with English as a second language Presenting an environmentally sustainable global approach to science teaching this book emphasises the need to build on or challenge children's existing ideas so they better understand the world in which they live Essential reading for all students and practising science teachers this invaluable book will support those undertaking secondary science PGCE school based routes into teaching and those studying at Masters level

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