

Reform in Undergraduate

Science Teaching

for the 21st Century



edited by

Dennis W. Sunal • Emmett L. Wright • Jeanelle Bland Day

A VOLUME IN
RESEARCH IN SCIENCE EDUCATION



Reform In Undergraduate Science Teaching For The 21st Century Research In Science Education

**Tricia A. Ferrett, David Geelan, Whitney
M. Schlegal, Joanne L. Stewart**



Reform In Undergraduate Science Teaching For The 21st Century Research In Science Education:

Reform in Undergraduate Science Teaching for the 21st Century Dennis W. Sunal, Emmett L. Wright, Jeanelle Bland, 2006-05-01 The mission of the book series Research in Science Education is to provide a comprehensive view of current and emerging knowledge research strategies and policy in specific professional fields of science education This series would present currently unavailable or difficult to gather materials from a variety of viewpoints and sources in a usable and organized format Each volume in the series would present a juried scholarly and accessible review of research theory and or policy in a specific field of science education K 16 Topics covered in each volume would be determined by present issues and trends as well as generative themes related to current research and theory Published volumes will include empirical studies policy analysis literature reviews and positing of theoretical and conceptual bases **Research Based**

Undergraduate Science Teaching Dennis W. Sunal, Cynthia S Sunal, Emmett L. Wright, Cheryl L. Mason, Dean Zollman, 2014-07-01 Research in Science Education RISE Volume 6 Research Based Undergraduate Science Teaching examines research theory and practice concerning issues of teaching science with undergraduates This RISE volume addresses higher education faculty and all who teach entry level science The focus is on helping undergraduates develop a basic science literacy leading to scientific expertise RISE Volume 6 focuses on research based reforms leading to best practices in teaching undergraduates in science and engineering The goal of this volume is to provide a research foundation for the professional development of faculty teaching undergraduate science Such science instruction should have short and longterm impacts on student outcomes The goal was carried out through a series of events over several years The website at <http://nseus.org> documents materials from these events The international call for manuscripts for this volume requested the inclusion of major priorities and critical research areas methodological concerns and results of implementation of faculty professional development programs and reform in teaching in undergraduate science classrooms In developing research manuscripts to be reviewed for RISE Volume 6 researchers were asked to consider the status and effectiveness of current and experimental practices for reforming undergraduate science courses involving all undergraduates including groups of students who are not always well represented in STEM education To influence practice it is important to understand how researchbased practice is made and how it is implemented The volume should be considered as a first step in thinking through what reform in undergraduate science teaching might look like and how we help faculty to implement such reform

Transforming Undergraduate Education in Science, Mathematics, Engineering, and Technology National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Committee on Undergraduate Science Education, 1999-03-25 Today s undergraduate students future leaders policymakers teachers and citizens as well as scientists and engineers will need to make important decisions based on their understanding of scientific and technological concepts However many undergraduates in the United States do not study science mathematics

engineering or technology SME T for more than one year if at all Additionally many of the SME T courses that students take are focused on one discipline and often do not give students an understanding about how disciplines are interconnected or relevant to students lives and society To address these issues the National Research Council convened a series of symposia and forums of representatives from SME T educational and industrial communities Those discussions contributed to this book which provides six vision statements and recommendations for how to improve SME T education for all undergraduates The book addresses pre college preparation for students in SME T and the joint roles and responsibilities of faculty and administrators in arts and sciences and in schools of education to better educate teachers of K 12 mathematics science and technology It suggests how colleges can improve and evaluate lower division undergraduate courses for all students strengthen institutional infrastructures to encourage quality teaching and better prepare graduate students who will become future SME T faculty

Innovative Methods of Teaching and Learning Chemistry in Higher Education Ingo Eilks,Bill Byers,2015-11-06 Two recent initiatives from the EU namely the Bologna Process and the Lisbon Agenda are likely to have a major influence on European Higher Education It seems unlikely that traditional teaching approaches which supported the elitist system of the past will promote the mobility widened participation and culture of life long learning that will provide the foundations for a future knowledge based economy There is therefore a clear need to seek new approaches to support the changes which will inevitably occur The European Chemistry Thematic Network ECTN is a network of some 160 university chemistry departments from throughout the EU as well as a number of National Chemical Societies including the RSC which provides a discussion forum for all aspects of higher education in chemistry This handbook is a result of one of their working groups who identified and collated good practice with respect to innovative methods in Higher Level Chemistry Education It provides a comprehensive overview of innovations in university chemistry teaching from a broad European perspective The generation of this book through a European Network with major national chemical societies and a large number of chemistry departments as members make the book unique The wide variety of scholars who have contributed to the book make it interesting and invaluable reading for both new and experienced chemistry lecturers throughout the EU and beyond The book is aimed at chemistry education at universities and other higher level institutions and at all academic staff and anyone interested in the teaching of chemistry at the tertiary level Although newly appointed teaching staff are a clear target for the book the innovative aspects of the topics covered are likely to prove interesting to all committed chemistry lecturers

The Impact of the Laboratory and Technology on Learning and Teaching Science K-16 Dennis W. Sunal,Emmett L. Wright,Cheryl Sundberg,2008-02-01 The Impact of the Laboratory and Technology on K 12 Science Learning and Teaching examines the development use and influence of active laboratory experiences and the integration of technology in science teaching This examination involves the viewpoints of policymakers researchers and teachers that are expressed through research involving original documents interviews analysis and synthesis of the literature case studies narrative studies observations of teachers

and students and assessment of student learning outcomes Volume 3 of the series Research in Science Education addresses the needs of various constituencies including teachers administrators higher education science and science education faculty policymakers governmental and professional agencies and the business community The guiding theme of this volume is the role of practical laboratory work and the use of technology in science learning and teaching K 16 The volume investigates issues and concerns related to this theme through various perspectives addressing design research professional practice and evaluation Beginning with definitions the historical evolution and policy guiding these learning experiences are explored from several viewpoints Effective design and implementation of laboratory work and technology experiences is examined for elementary and high school classrooms as well as for undergraduate science laboratories informal settings and science education courses and programs In general recent research provides evidence that students do benefit from inquirybased laboratory and technology experiences that are integrated with classroom science curricula The impact and status of laboratory and technology experiences is addressed by exploring specific strategies in a variety of scientific fields and courses The chapters outline and describe in detail researchbased best practices for a variety of settings

The Impact of State and National Standards on K-12 Science Teaching Dennis W. Sunal, Emmett L. Wright, 2006-06-01 This book addresses the expectations toward the science standards of various stakeholders including students parents teachers administrators higher education science and science education faculty members politicians governmental and professional agencies and the business community This book also investigates how the science standards have been translated into practice at the K 12 school district level addressing issues around professional development curriculum assessment evaluation and accountability The fundamental questions to be addressed are 1 What is the response in terms of trends and patterns of the educational system to the introduction of the national and state science standards since the late 1980 s and 2 What is the impact of the introduction of the science standards on teachers classrooms and students

Chinese Science Education in the 21st Century: Policy, Practice, and Research Ling L. Liang, Xiufeng Liu, Gavin W. Fulmer, 2016-08-16 This book provides an overview of science education policies research and practices in mainland China with specific examples of the most recent developments in these areas It presents an insiders report on the status of Chinese science education written primarily by native speakers with first hand experiences inside the country In addition the book features multiple sectional commentaries by experts in the field that further connect these stories to the existing science education literature outside of China This book informs the international community about the current status of Chinese science education reforms It helps readers understand one of the largest science education systems in the world which includes according to the Programme for International Student Assessment the best performing economy in the world in science math and reading Shanghai China Readers gain insight into how science education in the rest of China compares to that in Shanghai the ways Chinese science educators teachers and students achieve what has been accomplished what Chinese students and teachers actually do inside

their classrooms what educational policies have been helpful in promoting student learning what lessons can be shared within the international science education community and much more This book appeals to science education researchers comparative education researchers science educators graduate students state science education leaders and officers in the international communities It also helps Chinese students and faculty of science education discover effective ways to share their science education stories with the rest of the world

Physics Teaching and Learning Dennis W. Sunal, Jonathan T. Shemwell, James W. Harrell, Cynthia S Sunal, 2019-05-01 Physics Teaching and Learning Challenging the Paradigm RISE Volume 8 focuses on research contributions challenging the basic assumptions ways of thinking and practices commonly accepted in physics education Teaching physics involves multifaceted research based value added strategies designed to improve academic engagement and depth of learning In this volume researchers teaching and curriculum reformers and reform implementers discuss a range of important issues The volume should be considered as a first step in thinking through what physics teaching and physics learning might address in teacher preparation programs in service professional development programs and in classrooms To facilitate thinking about research based physics teaching and learning each chapter in the volume was organized around five common elements 1 A significant review of research in the issue or problem area 2 Themes addressed are relevant for the teaching and learning of K 16 science 3 Discussion of original research by the author s addressing the major theme of the chapter 4 Bridge gaps between theory and practice and or research and practice 5 Concerns and needs are addressed of school community context stakeholders including students teachers parents administrators and community members

Connected Science Tricia A. Ferrett, David Geelan, Whitney M. Schlegal, Joanne L. Stewart, 2013-07-10 Informed by the scholarship of teaching and learning SOTL Connected Science presents a new approach to college science education for the 21st century This interdisciplinary approach stresses integrative learning and pedagogies that engage students through open ended inquiry compelling real world questions and data rich experiences Faculty from a variety of disciplines and institutions present case studies based on research in the classroom offering insights into student learning goals and best practices in curriculum design Synthetic chapters bring together themes from the case studies present an overview of the connected science approach and identify strategies and future challenges to help move this work forward

Active Learning in College Science Joel J. Mintzes, Emily M. Walter, 2020-02-23 This book explores evidence based practice in college science teaching It is grounded in disciplinary education research by practicing scientists who have chosen to take Wieman s 2014 challenge seriously and to investigate claims about the efficacy of alternative strategies in college science teaching In editing this book we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence and to include practitioners who offer models of teaching and learning that meet the high standards of the scientific disciplines Our intention is to let these distinguished scientists speak for themselves and to offer authentic guidance to those who seek models of excellence Our primary audience consists of the thousands of dedicated

faculty and graduate students who teach undergraduate science at community and technical colleges 4 year liberal arts institutions comprehensive regional campuses and flagship research universities In keeping with Wieman s challenge our primary focus has been on identifying classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences The content is structured as follows after an Introduction based on Constructivist Learning Theory Section I the practices we explore are Eliciting Ideas and Encouraging Reflection Section II Using Clickers to Engage Students Section III Supporting Peer Interaction through Small Group Activities Section IV Restructuring Curriculum and Instruction Section V Rethinking the Physical Environment Section VI Enhancing Understanding with Technology Section VII and Assessing Understanding Section VIII The book s final section IX is devoted to Professional Issues facing college and university faculty who choose to adopt active learning in their courses The common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural objects and events Many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in recent years In this view learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base For most students that knowledge base is riddled with a host of na ve notions misconceptions and alternative conceptions they have acquired throughout their lives To a considerable extent the job of the teacher is to coax out these ideas to help students understand how their ideas differ from the scientifically accepted view to assist as students restructure and reconcile their newly acquired knowledge and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances Clearly this prescription demands far more than most college and university scientists have been prepared for

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