

AETS yearbook, <i>Science, Technology and Society: Resources for Science Educators</i>	James, 1985
Special STS issue, <i>International Journal of Science Education</i>	Holman, 1988
Two special STS issues, <i>Theory into Practice</i>	Gilliom, Helgeson & Zuga, 1991, 1992
ICASE yearbook, <i>The Status of Science-Technology-Society Reform Efforts around the World</i>	Yager, 1992
Special issue, <i>Melbourne Studies in Education</i>	Cross & Fensham, 2000

Science Technology Society 1985 Nsta Yearbook

**Jon Pedersen, Kevin D. Finson, Barbara
S. Spector, Paul Jablon**



Science Technology Society 1985 Nsta Yearbook:

Science, Technology, and Society David D. Kumar, Daryl E. Chubin, 2012-12-06 David D Kumar and Daryl E Chubin We live in an information age Technology abounds information technology communication technology learning technology As a once popular song went Something's happening here but it's just not exactly clear The world appears to be a smaller less remote place We live in it but we are not necessarily closely tied to it We lack a satisfactory understanding of it So we are left with a paradox In an information age information alone will neither inform nor improve us as citizens nor our democracy society or institutions No improvement will take some effort It is a heavy burden to be reflective indeed analytical and disciplined but only constructively constrained by different perspectives The science based technology that makes for the complexity controversy and uncertainty of life sows the seeds of understanding in Science Technology and Society STS as it is known encompasses a hybrid area of scholarship now nearly three decades old As D R Sarewitz a former geologist now congressional staffer and an author put it After all the important and often controversial policy dilemmas posed by issues such as nuclear energy toxic waste disposal global climate change or biotechnology cannot be resolved by authoritative scientific knowledge instead they must involve a balancing of technical considerations with other criteria that are explicitly nonscientific ethics esthetics equity ideology Trade offs must be made in light of inevitable uncertainties Sarewitz 1996 p 182

Science/Technology/Society as Reform in Science Education Robert Eugene Yager, 1996-01-01 Science Technology Society STS is a reform effort to broaden science as a discipline in schools and colleges to relate science to other facets of the curriculum and to relate science specifically to technology and to the society that supports and produces new conceptualizations of both STS is also defined as the teaching and learning of science technology in the context of human experience It focuses on a method of teaching that recognizes the importance that experience in the real world has on the learning process And it recognizes that real learning can occur only when the learner is engaged and able to construct her or his own meaning Science Technology Society As Reform in Science Education is rich with examples of such teaching and learning It includes impressive research evidence that illustrates that progress has been made and goals have been met For teachers and administrators alike this book provides and validates new visions for science education AETS Yearbook, 1988

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 *The Science, Technology, Society Movement* Robert Eugene Yager,1993

Going Back for Our Future Jon Pedersen,Kevin D. Finson,Barbara S. Spector,Paul Jablon,2013-04-01 This book is the first volume of an attempt to capture and record some of the answers to these questions either from the pioneers themselves or from those persons who worked most closely with them We know there are many pioneers and early trailblazers who are not included in this volume but there are other volumes to follow As we have posed questions rummaged through files and oft neglected books and probed the memories of many individuals we have come to realize our list of true pioneers is ever growing There are names on the list that most of us readily recognize and there are names of whom few of us have heard yet who were significant in their roles as mentors or idea development and teaching We quickly discovered that the family tree showing connections between these people is not a neat clean simple branching tree but is more like spaghetti The connections are many are intertwined and all have their significance The stories in this volume demonstrate how vital this network was in supporting the individual pioneers during their journey in difficult times and continues to be for those of us today in our own enterprise

A Vision for Science Education Roger Cross,2004-08-02 One of the most important and consistent voices in the reform of science education over the last thirty years has been that of Peter Fensham His vision of a democratic and socially responsible science education for all has inspired change in schools and colleges throughout the world Often moving against the tide Fensham travelled the world to promote his radical ideology He was appointed Australia s first Professor of Science Education and was later made a Member of the Order of Australia in recognition of his work in this new and emerging field of study In this unique book leading science educators from around the world examine and discuss Fensham s key ideas Each describes how his arguments proposals and recommendations have affected their own practice and extend and modify his message in light of current issues and trends in science education The result is a vision for the future of science teaching internationally Academics researchers and practitioners in science education around the world will find this book a fascinating insight into the life and work of one of the foremost pioneers in science education The book will also make inspiring reading for postgraduate students of science education

Educating About Social Issues in the 20th and 21st Centuries Vol 1 Samuel Totten,Jon Pedersen,2012-04-01 Educating About Social Issues in the 20th and 21st Centuries A Critical Annotated Bibliography is comprised of critical essays accompanied by annotated bibliographies on a host of programs models strategies and concerns vis vis teaching and learning about social issues facing society The primary goal of the book is to provide undergraduate and graduate students in the field of education professors of education and teachers with a valuable resource as they engage in research and practice in relation to teaching about social issues In the introductory essays

authors present an overview of their respective topics e g The Hunt Metcalf Model Science Technology Science Genocide Education In doing so they address among other concerns the following key theories goals objectives and the research base Many also provide a set of recommendations for adapting and or strengthening a particular model program or the study of a specific social issue In the annotated bibliographies accompanying the essays authors include those works that are considered classics and foundational They also include research and practice oriented articles Due to space constraints the annotated bibliographies generally offer a mere sampling of what is available on each approach program model or concern The book is composed of twenty two chapters and addresses an eclectic array of topics including but not limited to the following the history of teaching and learning about social issues George S Counts and social issues propaganda analysis Harold Rugg s textbook program Hunt and Metcalf s Reflective Thinking and Social Understanding Model Donald Oliver James Shaver and Fred Newmann s Public Issues Model Massialas and Cox Inquiry Model the Engle Ochoa Decisionmaking Model human rights education Holocaust education education for sustainability economic education global education multicultural education James Beane s middle level education integrated curriculum model Science Technology Society STS addressing social issues in the English classroom genocide education interdisciplinary approaches to incorporating social issues into the curriculum critical pedagogy academic freedom and teacher education

Teaching and Studying Social Issues Samuel Totten,Jon Pedersen,2011-01-01 Teaching and Studying Social Issues Major Programs and Approaches focuses on many of the major innovations developed over the past 100 years by noted educators to assist students in the study and analysis of key social issues that impact their lives and society This book complements earlier books that address other aspects of studying and addressing social issues in the secondary classroom Researching and Teaching Social Issues The Personal Stories and Pedagogical Efforts of Professors of Education Lexington Books 2006 Addressing Social Issues in the Classroom and Beyond The Pedagogical Efforts of Pioneers in the Field Information Age Publishing 2007 and Social Issues and Service at the Middle Level Information Age Publishers 2009 The current book ranges in scope from Harold Rugg s pioneering effort to develop textbooks that purposely addressed key social issues and thus provided teachers and students with a major tool with which to examine social issues in the classroom to the relatively new efforts over the last 20 to 30 years including global education environmental education Science Technology Society STS and genocide education This book provides the readers with details about the innovators their innovations so they can 1 learn from past efforts particularly in regard to what worked and didn t work and why 2 glean new ideas methods and approaches for use in their own classrooms and 3 craft new methods and approaches based on the strengths of past innovations

Teaching and Learning Science Judith Bennett,2004-12-01 There is increasingly wide agreement among teachers researchers inspectors advisers and policy makers that both teaching and research will benefit from being brought closer together But how can this be achieved Hard pressed practitioners cannot be expected to review a constant flow of conference papers journals and other publications even

if such items were accessibly written This unique book synthesizes relevant research findings for the professional practitioner and highlights their implications for the quality of teaching and learning Whether you are a teacher looking to enhance your practice or a researcher looking for a concise overview of or a researcher looking for a concise overview of the literature this book will be a valuable acquisition

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