



Sciences For Young People

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Sciences For Young People:

Understanding Young People's Science Aspirations Louise Archer, Jennifer DeWitt, 2016-08-12 *Understanding Young People's Science Aspirations* offers new evidence and understanding about how young people develop their aspirations for education learning and ultimately careers in science Integrating new findings from a major research study with a wide ranging review of existing international literature it brings a distinctive sociological analytic lens to the field of science education The book offers an explanation of how some young people do become dedicated to follow science and what might be done to increase and broaden this population exploring the need for increased scientific literacy among citizens to enable them to exercise agency and lead a life underpinned by informed decisions about their own health and their environment Key issues considered include why we should study young people's science aspirations the role of families social class and science capital in career choice the links between ethnicity gender and science aspirations the implications for research policy and practice Set in the context of widespread international policy concern about the urgent need to improve increase and diversify participation in post 16 science this key text considers how we must encourage a supply of appropriately qualified future scientists and workers in STEM industries and ensure a high level of scientific literacy in society It is a crucial read for all training and practicing science teachers education researchers and academics as well as anyone invested in the desire to help fulfil young people's science aspirations

Sports Science for Young People George Barr, 1990-01-01 Explains how scientific principles affect the way athletes perform particularly in football basketball and baseball

Young People's Images Of Science Driver, Rosalind, Leach, John, Millar, Robin, 1996-01-01 What ideas about science do school students form as a result of their experiences in and out of school How might science teaching in schools develop a more scientifically literate society How do school students understand disputes about scientific issues including those which have social significance such as the irradiation of food There have been calls in the UK and elsewhere for a greater public understanding of science underpinned by amongst other things school science education However the relationship between school science scientific literacy and the public understanding of science remains controversial In this book the authors argue that an understanding of science goes beyond learning the facts laws and theories of science and that it involves understanding the nature of scientific knowledge itself and the relationships between science and society Results of a major study into the understanding of these issues by school students aged 9 to 16 are described These results suggest that the success of the school science curriculum in promoting this kind of understanding is at best limited The book concludes by discussing ways in which the school science curriculum could be adapted to better equip students as future citizens in our modern scientific and technological society It will be particularly relevant to science teachers advisers and inspectors teacher educators and curriculum planners

Young People's Voice in School Science Marianne Logan, 2023-11-27 This book highlights young people's changing attitudes toward and interest in science over the course of a five year longitudinal study Utilizing a mixed

methods approach the author presents rich data from children and young people as well as their parents and teachers By providing a glimpse of science pedagogy from the perspective of young people and those who work with them the book identifies factors that affect students interest in science throughout their primary and secondary education The book also examines a posthumanist philosophical approach to science education and emphasizes the interrelationship of all things within the context of science education Representations of Technology in Science Fiction for Young People ,

Representations of Technology in Science Fiction for Young People Noga Applebaum,2009-09-10 In this new book Noga Applebaum surveys science fiction novels published for children and young adults from 1980 to the present exposing the anti technological bias existing within a genre often associated with the celebration of technology Applebaum argues that perceptions of technology as a corrupting force particularly in relation to its use by young people are a manifestation of the enduring allure of the myth of childhood innocence and result in young adult fiction that endorses a technophobic agenda This agenda is a form of resistance to the changing face of childhood and technology s contribution to this change Further Applebaum contends that technophobic literature disempowers its young readers by implying that the technologies of the future are inherently dangerous while it neglects to acknowledge children s complex yet pleasurable interactions with technology today The study looks at works by well known authors including M T Anderson Monica Hughes Lois Lowry Garth Nix and Philip Reeve and explores topics such as ecology cloning the impact of technology on narrative structure and the adult child hierarchy While focusing on the popular genre of science fiction as a useful case study Applebaum demonstrates that negative attitudes toward technology exist within children s literature in general making the book of considerable interest to scholars of both science fiction and children s literature *Motivation - The Gender Perspective of Young*

People's Images of Science, Engineering and Technology (SET) Felizitas Sagebiel,2013-09-18 The authors discuss individual and societal factors which influence the gender biased image of science engineering and technology SET prevalent in young people From different angles the authors investigate the consequences of this often unattractive but also partly obsolete image for gendered study and occupational choices of girls and boys Besides peers school and media as main influencing socialisation instances the contributions focus on young people s selfconcept regarding the development of gendered attitudes towards SET Further this book includes approaches and concepts of inclusion measures aiming on changing the image of SET and attracting young people and especially girls for these study and job fields *Children and Young People's Nursing* Ruth Davies,Alyson Davies,2011-04-29 *Children and Young People s Nursing* provides a comprehensive overview of the issues facing children s nurses today It focuses on developing best practice and implementing high quality care This book covers the wide range of general and specialist care settings in which children and young people s nurses work including schools the community and mental health Written by a team of experts from across the UK it emphasizes throughout the fundamental principles of contemporary children s nursing such as family centred care safeguarding and the need for a

culturally sensitive and rights based approach to care This is an essential text for all children s nursing students as well as a useful reference for qualified nurses looking to update their practice Key features All chapters are underpinned by current policies and the latest research Key points reflection points principles for practice boxes and cas studies to aid learning Concludes with a section on building your portfolio and advancing your practice and career

The Re-emergence of Values in Science Education Deborah Corrigan,Justin Dillon,Richard Gunstone,2007 Issues relating to values have always had a place in the school science curriculum Sometimes this has been only in terms of the inclusion of topics such as the nature of science and or scientific method and or particular intentions for laboratory work that relate to scientific method sometimes it has been much broader for example in curricula with STS emphases Of importance to aspects of this proposal is that different countries cultures have had different traditions in terms of the place of values in the school science curriculum One obvious very broad difference of this form is the central place in science education thinking in many European countries of bildung and the complete absence of this construct from most science curriculum thinking in English speaking contexts There are numbers of such country cultural differences In the 1990s many countries moved towards various conceptualizations of Outcomes Based Education OBE sometimes so labelled and sometimes not It was usual but not universal for OBE focused science curricula to have constrained views of the values that should be implicit and explicit in curriculum that is views concerned only with the nature of science and scientific method both usually seen as quite unproblematic Currently there are a number of education systems that are changing again and choosing to move away from Outcomes Based Education for example South Africa and several Australian states One of the most interesting features of many of these movements is the re embracing of a wider view of the science curriculum including a reconsideration of the nature and place of the values associated with science in the purposes for and approaches to science education

Science Communication in Theory and Practice S.M. Stocklmayer,Sue Stocklmayer,M.M. Gore,C.R. Bryant,2001-12-31 This book provides an overview of the theory and practice of science communication It deals with modes of informal communication such as science centres television programs and journalism and the research that informs practitioners about the effectiveness of their programs It aims to meet the needs of those studying science communication and will form a readily accessible source of expertise for communicators

Careers in Science and Technology Advisory Committee,Office of International Organizations and Programs and Office of Scientific and Engineering Personnel,Office of International Affairs,Policy and Global Affairs,National Research Council,1996-03-01 Every industrialized country is concerned with maintaining an adequate supply of individuals interested in careers in science and technology yet little is known about these efforts outside national borders This book represents the proceedings of an international conference on Trends in Science and Technology Careers held in Brussels in 1993 Organized at the behest of OSEP and the OIA Committee on International Organizations and Programs in cooperation with the European Commission DG XII and in response to a resolution of the

International Council of Scientific Unions the conference identified international data on career trends assessed the research base engaged in studying science and technology careers and identified ways in which international organizations could promote greater interest in science and technology human resource development The conference laid the groundwork for continuing international discussions about the best ways to study and promote careers in science and technology and national dialogues about the ways to integrate this knowledge into human resources policies

Understanding Young People's Science Aspirations Louise Archer, Jennifer DeWitt, 2016-08-12 *Understanding Young People's Science Aspirations* offers new evidence and understanding about how young people develop their aspirations for education learning and ultimately careers in science Integrating new findings from a major research study with a wide ranging review of existing international literature it brings a distinctive sociological analytic lens to the field of science education The book offers an explanation of how some young people do become dedicated to follow science and what might be done to increase and broaden this population exploring the need for increased scientific literacy among citizens to enable them to exercise agency and lead a life underpinned by informed decisions about their own health and their environment Key issues considered include why we should study young people's science aspirations the role of families social class and science capital in career choice the links between ethnicity gender and science aspirations the implications for research policy and practice Set in the context of widespread international policy concern about the urgent need to improve increase and diversify participation in post 16 science this key text considers how we must encourage a supply of appropriately qualified future scientists and workers in STEM industries and ensure a high level of scientific literacy in society It is a crucial read for all training and practicing science teachers education researchers and academics as well as anyone invested in the desire to help fulfil young people's science aspirations

Science Teaching in Schools Great Britain: Parliament: House of Lords: Science and Technology Committee, 2006-11-05 The Committee's report examines science and mathematics teaching in secondary schools in England focusing on the following issues the take up of science and mathematics at GCSE and A level the provision of careers advice to students problems in the recruitment and retention of teachers the quality of teaching methods and the role of continuing professional development The Committee finds that effective science teaching in schools is essential both in order to ensure a satisfactory general level of scientific literacy in society and to enable the next generation of scientists and engineers to progress into higher education and beyond It argues that the current examination system forces students to study an excessively narrow range of subjects at too early an age and it recommends that the Government should reconsider the Tomlinson proposals for a broader diploma based system for 14-19 year old students based on the International Baccalaureate This would ensure that students receive a more rounded education and are not made to over specialise before they are able to see the merits of studying science and mathematics Concerns are also raised about the shortage of science teachers particularly specialist physics and chemistry teachers the quality of careers advice in schools and the importance of

practical science in schools *Critical Issues and Bold Visions for Science Education* ,2018-11-26 Critical Issues and Bold Visions for Science Education contains 16 chapters written by 32 authors from 11 countries The book is intended for a broad audience of teachers teacher educators researchers and policymakers Interesting perspectives challenging problems and fresh solutions grounded in cutting edge theory and research are presented interrogated elaborated and while retaining complexity offer transformative visions within a context of political tensions historical legacies and grand challenges associated with Anthropocene e g sustainability climate change mass extinctions Within overarching sociocultural frameworks authors address diverse critical issues using rich theoretical frameworks and methodologies suited to research today and a necessity to make a difference while ensuring that all participants benefit from research and high standards of ethical conduct The focus of education is broad encompassing teaching learning and curriculum in pre k 12 schools museums and other informal institutions community gardens and cheeseworld Teaching and learning are considered for a wide range of ages languages and nationalities An important stance that permeates the book is that research is an activity from which all participants learn benefit and transform personal and community practices Transformation is an integral part of research in science education Contributors are Jennifer Adams Arnau Amat Lucy Avraamidou Marc lia Elis Barcellos Alberto Bellocchi Mitch Bleier Lynn A Bryan Helen Douglass Colin Hennessy Elliott Alejandro J Gallard Mart nez Elisabeth Gon alves de Souza Da Yeon Kang Shakhnoza Kayumova Shruti Krishnamoorthy Ralph Levinson Sonya N Martin Jordan McKenzie Kathy Mills Catherine Milne Ashley Morton Masakata Ogawa Rebecca Olson Roger Patulny Chantal Pouliot Leah D Pride Anton Puvirajah S Lizette Ramos de Robles Kathryn Scantlebury Glauco S F da Silva Michael Tan Kenneth Tobin and Geeta Verma

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 **British Qualifications 2016** Philip Kogan,2015-12-03 Now in its 46th edition British Qualifications is the definitive one volume guide to every qualification on offer in the United Kingdom With an equal focus on

vocational studies this essential guide has full details of all institutions and organizations involved in the provision of further and higher education and is an essential reference source for careers advisors students and employers It also includes a comprehensive and up to date description of the structure of further and higher education in the UK The book includes information on awards provided by over 350 professional institutions and accrediting bodies details of academic universities and colleges and a full description of the current framework of academic and vocational education It is compiled and checked annually to ensure accuracy of information

Understanding Student Participation and Choice in Science and Technology Education Ellen Karoline Henriksen, Justin Dillon, Jim Ryder, 2014-09-17 Drawing on data generated by the EU s Interests and Recruitment in Science IRIS project this volume examines the issue of young people s participation in science technology engineering and mathematics education With an especial focus on female participation the chapters offer analysis deploying varied theoretical frameworks including sociology social psychology and gender studies The material also includes reviews of relevant research in science education and summaries of empirical data concerning student choices in STEM disciplines in five European countries Featuring both quantitative and qualitative analyses the book makes a substantial contribution to the developing theoretical agenda in STEM education It augments available empirical data and identifies strategies in policy making that could lead to improved participation and gender balance in STEM disciplines The majority of the chapter authors are IRIS project members with additional chapters written by specially invited contributors The book provides researchers and policy makers alike with a comprehensive and authoritative exploration of the core issues in STEM educational participation

Understanding Early Years Education across the UK Diane Boyd, Nicky Hirst, 2015-09-07 The four nations of the UK each have distinctive policy and curricula in relation to Early Childhood Education and Care ECEC This new textbook offers a comprehensive look at early years education in England Northern Ireland Scotland and Wales bringing the curriculum frameworks for each country together in one place Drawing on the cultural and practical pedagogy of each curriculum this book aims to develop students understanding of the development care education health well being and upbringing of young children across the UK in a social pedagogical and policy context Divided into two sections the first examines each country s learning and teaching requirements in detail within a policy context The book then explores the similarities and differences between the curricula focusing on key areas such as play the indoor and outdoor learning environment the family and assessment Accessible and engaging this book will help students to analyse and question practice both in their own country and across all four Home Nations Features include case studies to illustrate practice and a frequently asked questions section in each chapter to clarify key points and opportunities for reflection and debate Including contributions from expert practitioners in each country this text is essential reading for all students studying early childhood and will help them to understand the impact of policy on children and families across the UK

Proceedings of the ... Annual Meeting of the New York State Science Teachers Association New York State Science Teachers Association, 1908

The Social Sciences Chicago Public Library, 1914

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