

Findings generated by recent research in science education, international debate on the guiding purposes of science education and the nature of scientific and technological literacy, official and semi-official reports on science education (including recommendations from prestigious organizations such as AAAS and UNESCO), and concerns expressed by scientists, environmentalists and engineers about current science education provision and the continuing low levels of scientific attainment among the general population, have led to some radical re-thinking of the nature of the science curriculum. There has been a marked shift of rhetorical emphasis in the direction of considerations of the nature of science, model-based reasoning, inquiry-based learning, scientific argumentation and the use of language-rich learning experiences (reading, writing, talking) to enhance concept acquisition and development. These findings, arguments and pronouncements seem to point very clearly in the direction of regarding science education as a study of scientific practice. This book presents a comprehensive, research-based account of how such a vision could be assembled into a coherent curriculum and presented to students in ways that are meaningful, motivating and successful. The author takes what might be described as an anthropological approach in which scientists are studied as a socially, economically and politically important community of people. This group has its own distinctive language, body of knowledge, investigative methods, history, traditions, norms and values, each of which can be studied explicitly, systematically and reflectively. This particular approach was chosen for the powerful theoretical overview it provides and for its motivational value, especially for students from sociocultural groups currently under-served by science education and under-represented in science. The book, which is both timely and important, is written for teachers, student teachers, graduate students in education, teacher educators, curriculum developers and those responsible for educational policy. It has the potential to impact very substantially on both pre-service and inservice science teacher education programmes and to shift school science education practice strongly in the direction currently being advocated by prominent science educators. The author is Emeritus Professor of Science Education at the Ontario Institute for Studies in Education, Adjunct Professor of Science Education at the University of Auckland, and Visiting Professor at the University of Hong Kong. His major research interests include: history, philosophy & sociology of science and its implications for science education; STSE education and the politicization of science education; science curriculum history; multicultural and antiracist education; and science teacher education via action research.

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Introduction School science has long been characterised as teaching that is factually based and learning that is 'appropriate' for passing school science tests but. Although K-8 science instruction has long been a subject of research, breakthroughs in research on teaching and learning have dramatically altered. Article. Teaching and Learning Science in the 21st Century: Challenging Critical Assumptions in. Post-Secondary Science. Amanda L. Glaze ID. Science & Education. March , Volume 27, Issue 1, pp 1-5 Cite as. Teaching and Learning About the Nature of Science. Authors. Learning and Teaching Science in Grades K-8

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