

Elementary Science
Methods: A
Constructivist Approach
/ David Jerner Martin.

Martin

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Elementary Science Methods A Constructivist Approach

**Sandra K. Abell, Ken Appleton, Deborah
L. Hanuscin**



Elementary Science Methods A Constructivist Approach:

Elementary Science Methods David Jerner Martin, 2003 This text's unique approach guides students in learning by doing. Geared to teachers of preschool through sixth grade students it represents the cutting edge of elementary science teaching with investigations into contemporary topics. Access to InfoTrac College Edition will enhance student understanding.

Elementary Science Methods: A Constructivist Approach David Jerner Martin, 2008-01-31 As the groundbreaking text that pioneered a constructivist approach to elementary science teaching **ELEMENTARY SCIENCE METHODS A CONSTRUCTIVIST APPROACH** Fifth Edition is based on two fundamental and complementary ideas: it is more important for children to learn how to do science than to learn about science and elementary science teachers do not need to know a great deal of science but rather should be co-inquirers with their students. This text features a wealth of exercises including open-ended inquiry activities that help teacher candidates construct their own personal conceptualizations about science content and teaching methods. More than 170 process-oriented open-ended activities organized by grade level are suggested to encourage children to develop and perform their own investigations. The Book Companion DVD available separately provides valuable tools and resources such as additional activities and video clips that students can use both in their college course and later in elementary science classrooms. All activities and much of the text content are clearly linked to National Science Education Standards (NSES) for content, professional development, assessment, and teaching, and they contain suggestions of appropriate children's literature to encourage interdisciplinary learning. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Elementary Science Methods: A Constructivist Approach David Martin, 2005-07-22 In this pioneering text, Martin uses a constructivist approach to guide students in learning how to teach in a constructivist manner. Grounded in the belief that it is more important for children to learn how to do science than it is for them to learn about science, this text is predicated on the reality that teachers of elementary science do not need to know a great deal of science to be good science teachers but need to be co-inquirers with their students. To facilitate your students' learning, this text features a wealth of exercises for teacher candidates; the book includes open-ended inquiry activities that help them to construct their own personal conceptualizations about science content and teaching science in the elementary school, and it contains over 170 process-oriented open-ended activities that teachers can use to encourage children to develop and perform their own investigations. The Book Companion CD-ROM included with each new copy provides tools and resources such as additional activities and video which students can use both in their college course and later in elementary science classrooms. All activities are linked to National Science Education Standards for content, professional development, assessment, and teaching, and the activities contain suggestions of appropriate children's literature. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Elementary Science Methods Andrew Martin, David Jerner

Martin,2002-07 This popular text is the first science methods book to truly practice what it preaches using a constructivist approach to guide students in learning how to teach in a constructivist manner The text includes a wealth of open ended inquiry activities such as Constructing Your Ideas for students to complete in class These activities help students to construct their own personal conceptualizations about teaching science in the elementary school This text also features over 170 process oriented activities for children including Constructing Science in the Classroom and In the Schools each keyed to grade levels and each open ended so teachers can encourage children to develop and perform their own investigations All activities are linked to National Science Education Standards for appropriate content professional development assessment and teaching and the activities contain suggestions of appropriate accompanying children s literature Martin s text takes the approach that it is more important for children to learn how to do science than it is for them to learn about science Children learn how to do science by mastering the scientific processes and applying them in inquiries into scientific questions Employing the constructivist approach teachers help children form personally constructed meanings from their own experience and thought The text is predicated on the reality that teachers of elementary science do not need to know a great deal of science to be good science teachers but need to be co inquirers with their students **Elementary Science**

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Designing and Teaching the Elementary Science Methods Course Sandra Abell,Ken Appleton,Deborah Hanuscin,2010-02-25 What do aspiring and practicing elementary science teacher education faculty need to know as they plan and carry out instruction for future elementary science teachers This scholarly and practical guide for science teacher educators outlines the theory principles and strategies needed and provides classroom examples anchored to those principles The theoretical and empirical foundations are supported by scholarship in the field and the practical examples are derived from activities lessons and units field tested in the authors elementary science methods courses Designing and Teaching the Elementary Science Methods Course is grounded in the theoretical framework of pedagogical content knowledge PCK which describes how teachers transform subject matter knowledge into viable instruction in their discipline Chapters on science methods students as learners the science methods course curriculum instructional strategies methods course assessment and the field experience help readers develop their PCK for teaching prospective elementary science teachers Activities that Work and Tools for Teaching the Methods Course provide useful examples for putting this knowledge into action in the

elementary science methods course *Constructing Early Childhood Science* David Jerner Martin, 2001 Open ended inquiry activities from a constructionist perspective for young children Basic processes include observing classifying communicating measuring predicting and inferring Cases on Research-Based Teaching Methods in Science Education de Silva, Eugene, 2014-08-31 While the great scientists of the past recognized a need for a multidisciplinary approach today's schools often treat math and science as subjects separate from the rest This not only creates a disinterest among students but also a potential learning gap once students reach college and then graduate into the workforce *Cases on Research Based Teaching Methods in Science Education* addresses the problems currently facing science education in the USA and the UK and suggests a new hands on approach to learning This book is an essential reference source for policymakers academicians researchers educators curricula developers and teachers as they strive to improve education at the elementary secondary and collegiate levels **Building Teachers: A Constructivist Approach to Introducing Education** David Jerner Martin, Kimberly S. Loomis, 2013-06-25 Designed from the ground up with a constructivist framework BUILDING TEACHERS A CONSTRUCTIVIST APPROACH TO INTRODUCING EDUCATION 2nd Edition helps future teachers create their own understanding of education As the authors address the key topics generally covered in an introductory book they encourage readers to develop their own understandings by connecting their prior knowledge experiences and biases with new experiences to which they will be exposed during the course Highlights of the new edition include stronger standards integration and expanded material on diversity and technology By interacting with the materials presented rather than merely memorizing the book's content readers learn what teaching is all about in an exploratory inquiring constructivist based manner In turn they can help the children in their classrooms learn meaningfully Available with InfoTrac Student Collections <http://gocengage.com/infotrac> Important Notice Media content referenced within the product description or the product text may not be available in the ebook version Teaching Young Children Mathematics Sydney L. Schwartz, 2005-09-30 Children learn mathematics most effectively in contexts that are meaningful to them Realizing the potential of these contexts for fostering young children's mathematical learning while nurturing and challenging them requires knowledge of mathematics as well as of child development Avoiding the debates surrounding hands on learning vs direct instruction the author focuses on the value of different contexts for learning and illustrates ways to genuinely engage children as active learners The work is rich with examples of children's interactions with each other and with adults as they utilize and extend their understanding of mathematics Examples and guidelines for developing lessons and activities will be useful to educators and parents Chapters explore how we underestimate young children's mathematical capabilities how appropriate sequencing of learning and building on prior knowledge will enhance understanding what teachers including parent teachers need to know and high stakes testing This is a work that brings together the connections between knowing the basics and constructing knowledge in accessible and practical ways **Building Teachers** David Jerner

Martin, Kimberly S. Loomis, 2014 Designed from the ground up with a constructivist framework BUILDING TEACHERS A CONSTRUCTIVIST APPROACH TO INTRODUCING EDUCATION 2nd Edition helps future teachers create their own understanding of education As the authors address the key topics generally covered in an introductory book they encourage readers to develop their own understandings by connecting their prior knowledge experiences and biases with new experiences to which they will be exposed during the course Highlights of the new edition include stronger standards integration and expanded material on diversity and technology By interacting with the materials presented rather than merely memorizing the book's content readers learn what teaching is all about in an exploratory inquiring constructivist based manner In turn they can help the children in their classrooms learn meaningfully *Building Effective Strategies for Teaching of Science' 2008 Ed. L. Ferrer, 2008* **Scientific Inquiry and Nature of Science** Lawrence Flick, N.G.

Lederman, 2007-11-03 This book synthesizes current literature and research on scientific inquiry and the nature of science in K 12 instruction Its presentation of the distinctions and overlaps of inquiry and nature of science as instructional outcomes are unique in contemporary literature Researchers and teachers will find the text interesting as it carefully explores the subtleties and challenges of designing curriculum and instruction for integrating inquiry and nature of science *Hark, Hark! Hear the Story of a Science Educator* Jazlin Ebenezer, 2020-06-01 Hark Hark Hear the Story of a Science Educator highlights some compelling ideas on science teaching and learning through the author's journey and includes evolution and revolution in the growth of scientific knowledge The book discusses views of McComas et al and Lederman et al on the nature of science as well as the learning theories of Piaget 1926 Vygotsky 1978 and Marton 1981 The three theories of learning frame methods in teaching science The author is well known in the science education research community for her groundbreaking work in student conceptions and conceptual change particularly as related to phenomenography Key Features Helps science educators explore new avenues related to various innovative curricula teaching and learning Presents abstract learning theories such as social constructivism in personal stories and experiences Bridges the divide between the science education community and the general public on significant ideas of science teaching and learning Uncovers relational conceptual change inquiry learning Discusses current socioscientific community based issues other centeredness through scientific investigation and engineering design challenges **Optimizing K-12 Education through Online and Blended Learning** Ostashewski, Nathaniel, Howell, Jennifer, Cleveland-Innes, Martha, 2016-07-13 The integration of information and communication technologies in education is unavoidable as an increasing percentage of educators embrace modern technology others are faced with the decision to reevaluate their own pedagogical practices or become obsolete To meet the needs of students one must first define what stipulates a successful K 12 student the best practices of online classrooms the warning signs for low performing students and how to engage web based students Optimizing K 12 Education through Online and Blended Learning addresses the models support cases and delivery of K 12 online education Seeking to

further the conversation about the most effective ways to integrate ICT into the classroom this publication presents theoretical frameworks to support educators and administrators This book is an essential collection of research for teachers administrators students of education IT professionals developers and policy makers *Science in Elementary Education*
Joseph M. Peters, David L. Stout, 2006

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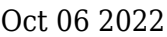
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