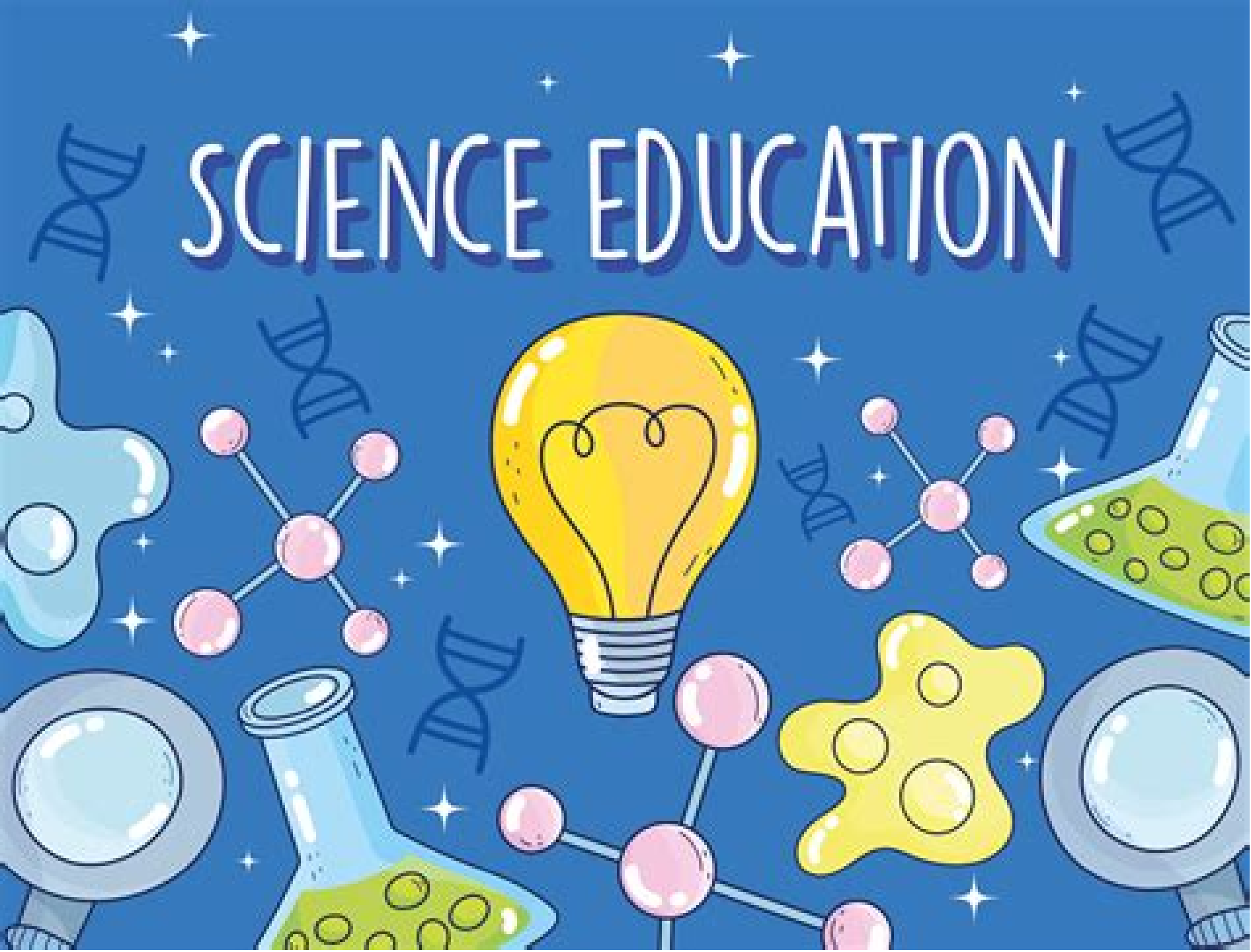


# SCIENCE EDUCATION



# Education As A Science

**Robert E. Slavin**



## **Education As A Science:**

**MasterClass in Science Education** Keith Taber, 2018-12-13 Worried about teaching natural selection submicroscopic particle models or circuits Keith S Taber explores a range of issues faced in secondary science teaching and discusses strategies for teaching the nature of scientific knowledge making practical work effective and challenging gifted young scientists MasterClass in Science Education shows how to become a master science teacher by developing and adopting the habits and mind set of a teacher as scientist The author introduces the three pillars of this approach subject knowledge pedagogic knowledge and classroom research The body of subject knowledge in the sciences is both vast and constantly evolving as it is challenged updated and developed and this text supports you to understand the dynamic nature of knowledge and the implications this has for your teaching Taber shows how to use a knowledge in action approach enacting knowledge in the complex and dynamic classroom environment He supports you to critically examine classroom experiences drawing on a wide range of research informed perspectives that offer insights into facilitating effective student learning He also guides you to understand how to use recommendations from published research studies as components of a toolkit to improve your teaching and learning

**A History of Ideas in Science Education** George DeBoer, 2019-07-05 By allowing key scientists researchers professors and classroom teachers of science to speak for themselves through their published writings about what is best and needed for the field Dr DeBoer presents a fascinating account of the history of science education in the United States from the middle of the 19th century to the present The book relates how science first struggled to find a place in the school curriculum and recounts the many debates over the years about what that curriculum should be In fact many of what we consider modern ideas in science education are not new at all but can be traced to writings on education of one hundred years ago The book is aimed at all those interested in science education classroom teachers and science education leaders concerned about the historical justification of the goals and strategies proposed for the field The book should be enjoyed not only by the researcher but also by anyone curious about just how curriculum is decided upon and implemented on a national scale This is without question the finest book of its kind on the market It deserves to be widely read by current and future science teachers supervisors science education faculty in colleges and universities curriculum developers and program officers in funding agencies The Science Teacher Adds a significant dimension to the history of American schooling and curriculum History of Education Quarterly

**Nature of Science in Science Instruction** William McComas, 2020-08-24 This book offers a comprehensive introduction to Nature of Science NOS one of the most important aspects of science teaching and learning and includes tested strategies for teaching aspects of the NOS in a variety of instructional settings In line with the recommendations in the field to include NOS in all plans for science instruction the book provides an accessible resource of background information on NOS rationales for teaching these targeted NOS aspects and most importantly how to teach about the nature of science in specific instructional contexts The first section examines

the why and what of NOS its nature and what research says about how to teach NOS in science settings The second section focuses on extending knowledge about NOS to question of scientific method theory laden observation the role of experiments and observations and distinctions between science engineering and technology The dominant theme of the remainder of the book is a focus on teaching aspects of NOS applicable to a wide variety of instructional environments **Science**

**Education in the 21st Century** Ingrid V. Eriksson,2008 This is hardly another field in education which is more important for a country s future than science education Yet more and more students elect to concentrate on other fields to the exclusion of science for a variety of reasons 1 The perception of degree of difficulty 2 The actual degree of difficulty 3 The lack of perceived prestige and earnings associated with the field 4 The dearth of good and easy to use texts 5 The lack of society in comprehending the significance of science and creating attractive incentives for those who enter the field This book presents new issues and challenges for the field **Science Education for Everyday Life** Glen S. Aikenhead,2006 This book

provides a comprehensive overview of humanistic approaches to science Approaches that connect students to broader human concerns in their everyday life and culture Glen Aikenhead an expert in the field of culturally sensitive science education summarizes major worldwide historical findings focuses on present thinking and offers evidence in support of classroom practice This highly accessible text covers curriculum policy teaching materials teacher orientations teacher education student learning culture studies and future research Issues and Challenges in Science Education Research Kim Chwee Daniel Tan,Mijung Kim,2012-04-27 In contemporary society science constitutes a significant part of human life in that it impacts on how people experience and understand the world and themselves The rapid advances in science and technology newly established societal and cultural norms and values and changes in the climate and environment as well as the depletion of natural resources all greatly impact the lives of children and youths and hence their ways of learning viewing the world experiencing phenomena around them and interacting with others These changes challenge science educators to rethink the epistemology and pedagogy in science classrooms today as the practice of science education needs to be proactive and relevant to students and prepare them for life in the present and in the future Featuring contributions from highly experienced and celebrated science educators as well as research perspectives from Europe the USA Asia and Australia this book addresses theoretical and practical examples inscience education that on the one hand plays a key role in our understanding of the world and yet paradoxically now acknowledges a growing number of uncertainties of knowledge about the world The material is in four sections that cover the learning and teaching of science from science literacy to multiple representations science teacher education the use of innovations and new technologies in science teaching and learning and science learning in informal settings including outdoor environmental learning activities Acknowledging the issues and challenges in science education this book hopes to generate collaborative discussions among scholars researchers and educators to develop critical and creative ways of science teaching to improve and enrich the lives of our children and

youths      *International Perspectives on the Contextualization of Science Education* Ingrid Sánchez Tapia, 2020-02-03 This book explores how science learning can be more relevant and interesting for students and teachers by using a contextualized approach to science education. The contributors explore the contextualization of science education from multiple angles such as teacher education, curriculum design, assessment, and educational policy, and from multiple national perspectives. The aim of this exploration is to provide and inspire new practical approaches to bring science education closer to the lives of students, to accelerate progress towards global scientific literacy. The book presents real life examples of how to make science relevant for children and adolescents of diverse ethnic and language backgrounds, socioeconomic status, and nationalities, providing tools and guidance for teacher educators and researchers to improve the contextualization and cultural relevance of their practice. The book includes rigorous studies demonstrating that the contextualization of science learning environments is essential for student engagement in learning science and practitioners' reflections on how to apply this knowledge in the classroom and at national scale. This approach makes this book valuable for researchers and professors of science education and international education interested in designing teacher education courses that prepare future teachers to contextualize their teaching and in adding a critical dimension to their research agendas.

**Reconceptualizing the Nature of Science for Science Education** Sibel Erduran, Zoubeida R. Dagher, 2014-08-20 Prompted by the ongoing debate among science educators over nature of science and its importance in school and university curricula, this book is a clarion call for a broad re-conceptualizing of nature of science in science education. The authors draw on the family resemblance approach popularized by Wittgenstein, defining science as a cognitive, epistemic, and social institutional system whose heterogeneous characteristics and influences should be more thoroughly reflected in science education. They seek wherever possible to clarify their developing thesis with visual tools that illustrate how their ideas can be practically applied in science education. The volume's holistic representation of science, which includes the aims and values, knowledge, practices, techniques, and methodological rules, as well as science's social and institutional contexts, mirrors its core aim to synthesize perspectives from the fields of philosophy of science and science education. The authors believe that this more integrated conception of nature of science in science education is both innovative and beneficial. They discuss in detail the implications for curriculum content, pedagogy, and learning outcomes, deploy numerous real life examples, and detail the links between their ideas and curriculum policy more generally.

**Every Child a Scientist** Center for Science, Mathematics, and Engineering Education Staff, Board on Science Education, Division of Behavioral and Social Sciences and Education, 1998-01-02 As more schools begin to implement the National Science Education Standards, adults who care about the quality of K-12 science education in their communities may want to help their local schools make the transition. This booklet provides guidance to parents and others, explains why high quality science education is important for all children and young adults, and shows how the quality of school science programs can be measured. Center for Science, Mathematics, and

Engineering Education Staff 1998 32 pages 8 5 x 11 single copy 10 00 2 9 copies 7 00 each 10 or more copies 4 50 each no other discounts apply     The Science of Education: Theoretical considerations Caleb Gattegno, 1985     *Imagination of Science in Education* Michiel van Eijck, Wolff-Michael Roth, 2012-10-10 Researchers agree that schools construct a particular image of science in which some characteristics are featured while others end up in oblivion The result is that although most children are likely to be familiar with images of heroic scientists such as Einstein and Darwin they rarely learn about the messy day to day practice of science in which scientists are ordinary humans Surprisingly the process by which this imagination of science in education occurs has rarely been theorized This is all the more remarkable since great thinkers tend to agree that the formation of images imagination is at the root of how human beings modify their material world Hence this process in school science is fundamental to the way in which scientists being the successful agents in of science education actually create their own scientific enterprise once they take up their professional life One of the first to examine the topic this book takes a theoretical approach to understanding the process of imagining science in education The authors utilize a number of interpretive studies in both science and science education to describe and contrast two opposing forces in the imagination of science in education epicization and novelization Currently they argue the imagination of science in education is dominated by epicization which provides an absolute past of scientific heroes and peak discoveries This opens a distance between students and today s scientific enterprises and contrasts sharply with the wider aim of science education to bring the actual world of science closer to students To better understand how to reach this aim the authors offer a detailed look at novelization which is a continuous renewal of narratives that derives from dialogical interaction The book brings together two hitherto separate fields of research in science education psychologically informed research on students images of science and semiotically informed research on images of science in textbooks Drawing on a series of studies in which children participate in the imagination of science in and out of the classroom the authors show how the process of novelization actually occurs in the practice of education and outline the various images of science this process ultimately yields     **Progressing Science Education** Keith S. Taber, 2009-05-29 Exploring one of the central themes in science education theory this volume examines how science education can be considered as a scientific activity within a broad post positivist notion of science Many students find learning science extremely problematic whatever level of education they have reached At the end of the 1970s a new approach to tackling learning difficulties in science was developed drawing on ideas from psychology and cognitive science and centred on the way students build up new knowledge in reference to their existing ideas Constructivism became the dominant paradigm in science education research for two decades spawning a vast body of literature reporting aspects of learners ideas in different science topics However Constructivism came under fire as it was recognised that the research did not offer immediate and simple prescriptions for effective science teaching The whole approach was widely criticised in particular by those who saw it as having anti science leanings In this book the notion of

scientific research programmes is used to understand the development limitations and potential of constructivism It is shown that constructivist work in science education fits into a coherent programme exploring the contingencies of learning science The author goes further to address criticisms of constructivism evaluate progress in the field and suggest directions for future research It is concluded that constructivism has provided the foundations for a progressive research programme that continues to guide enquiry into learning and teaching science

*The Status of Education as a Science* Mary de Sales Gosen,1963 National Science Education Standards National Committee on Science Education Standards and Assessment,Board on Science Education,Division of Behavioral and Social Sciences and Education,National Research Council,1995-12-21 Americans agree that our students urgently need better science education But what should they be expected to know and be able to do Can the same expectations be applied across our diverse society These and other fundamental issues are addressed in National Science Education Standards a landmark development effort that reflects the contributions of thousands of teachers scientists science educators and other experts across the country The National Science Education Standards offer a coherent vision of what it means to be scientifically literate describing what all students regardless of background or circumstance should understand and be able to do at different grade levels in various science categories The standards address The exemplary practice of science teaching that provides students with experiences that enable them to achieve scientific literacy Criteria for assessing and analyzing students attainments in science and the learning opportunities that school science programs afford The nature and design of the school and district science program The support and resources needed for students to learn science These standards reflect the principles that learning science is an inquiry based process that science in schools should reflect the intellectual traditions of contemporary science and that all Americans have a role in improving science education This document will be invaluable to education policymakers school system administrators teacher educators individual teachers and concerned parents

**The Teaching of Science** F. R. Jevons,2022-06-01 First published in 1969 The Teaching of Science primarily deals with science teaching in secondary schools and universities but its searching discussion of criteria concerns all who have to do with education The concise but well documented treatments of the nature of the scientific process and of the social implications of science will be of interest to many scientists and especially useful for teachers of general studies Professor Jevons looks first at why we should teach science and thereby sheds light on the more immediately practical problems of how it should be done He thus does more than merely add to the already large volume of exhortation to make it more attractive and intellectually stimulating

**Science Education: A Global Perspective** Ben Akpan,2016-08-03 Science Education A Global Perspective is global both in content and authorship Its 17 chapters by an assemblage of seasoned and knowledgeable science educators from many parts of the world seek to bring to the fore current developments in science education and their implications The book thus covers a wide range of topics in science education from various national and international perspectives These include

the nature of science science and religion evolution curriculum and pedagogy context based teaching and learning science and national development socially responsible science education equitable access for women and girls in science and technology education and the benefits of science education research It ends on an optimistic note by looking at science education in 50 years time with a recommendation among others for stakeholders to take the responsibility of preparing children towards a blossoming science education sector in an anticipated future world This book is suitable for use by discerning researchers teachers undergraduate and postgraduate students in science education and policy makers at all levels of education Other educationalists and personnel in science and technology vocations will also find it interesting and useful as the reader motivated approach has guided the presentation of ideas Science Education A Global Perspective is a rich compendium of the components of science education in context practice and delivery Dr Bulent Cavas Professor of Science Education Dokuz Eylul University Buca Izmir Turkey President Elect International Council of Associations for Science Education ICASE This book will be of immense relevance for current and future global strides in training and research in science education Surinder K Ghai Chairman Sterling Publishers Pvt Ltd New Delhi India This book provides a refreshing insight into the current status and future direction of science education It will be very useful to researchers those pursuing undergraduate and post graduate courses in science education and all other personnel involved in the policy and practice of science education Dr Bennoit Sossou Director Country Representative UNESCO Regional Office in Abuja Nigeria

**Science | Environment | Health** Albert Zeyer,Regula Kyburz-Graber,2012-05-24 Health and the environment are important learning areas in science education and their significance is growing Not only do they have high social relevance but they are also close to students interests and needs They provide many opportunities to unlock science with questions that are personally relevant to boys and girls and that inspire them to engage in science This book contains a selection of papers from prominent professionals in science health and environmental education who reflect on science education each from their specific point of view The core idea is to present well founded perspectives on how science education may benefit from challenges stemming from both health and environmental education Specific reasons are discussed as to why these two areas are particularly legitimized to challenge science education and their potential impact on a revision of science education is evaluated A new pedagogy for science environment health that yields interesting and relevant science education for students and teachers and addresses the grand challenges of this century what an attractive and rewarding project The book will motivate teachers teacher educators and science education researchers to take part in this on going project *Education Science* ,2009-01-01 Educational research is not what it was fifteen years ago In this discipline the changes have been dramatic far reaching and rapid Out of the criticisms of the 1990s and the calls for greater accountability of the early 2000s one idea has come to the fore education science There are two main components to education science The first is the principle that research in education must model itself more closely on disciplines seen as highly credible and successful



mainly the natural sciences and medicine The second part is that educators must build their practice upon the insights developed through this scientific research process Overall education science has the potential to change how we think about education how we build knowledge about it and how we know when it is successful This volume brings together some of the most active proponents of education science and some of the most committed critics Within it the idea of education science is explored in depth randomized controlled trials considered the gold standard of education science are discussed in detail and the philosophical difficulties of knowledge in education are explored Established thinkers are brought alongside newly emerging analysts and detailed accounts of the institutions driving education science are included Each contribution is thoughtful and balanced engaging with the issues of the field and how they might be addressed As a body of work this collection of essays provides a well rounded critical discussion of the potential and the problems of the education science movement

*The New Science of Teaching and Learning* Tracey Tokuhama-Espinosa, 2010-01-22 This book offers a definitive scientifically grounded guide for better teaching and learning practices Drawing from thousands of documents and the opinions of recognized experts worldwide it explains in straight talk the new Mind Brain and Education Science a field that has grown out of the intersection of neuroscience education and psychology While parents and teachers are often bombarded with promises of a better brain this book distinguishes true applicable neuroscience from the popular neuromyths that have gained currency in education Each instructional guideline presented in the book is accompanied by real life classroom examples to help teachers envision the direct application of the information in their own schools The author offers essential tools for evaluating new information as it flows from research and adds to what we know Written by a teacher for teachers this easy to use resource Documents the findings of the top experts in the fields of neuroscience psychology and education Addresses the confusion around the misuse of concepts in brain based education Applies well substantiated findings about the brain to classroom practice and teaching

**Proven Programs in Education: Science, Technology, and Mathematics (STEM)** Robert E. Slavin, 2014-05-12 Let the best evidence based practices guide you to STEM success This series turns research into practice with practical evidence based advice from the world's premier education researchers and authors In this volume top articles on science technology and math provide multiple perspectives on current STEM issues as well as strategies for effective teaching of STEM subjects at all grade levels Each chapter offers Research and case studies showcasing innovative approaches to teaching Best practices validated by research that have stood the test of time Practical advice you can put to work right away Sources for additional exploration of the research

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