

EDUCATING THE INQUIRING MIND

THE CHALLENGE
FOR SCHOOL
SCIENCE



GUY CLAXTON

Educating The Inquiring Mind The Challenge For School Science

**Barry J. Fraser, Kenneth
Tobin, Campbell J. McRobbie**



Educating The Inquiring Mind The Challenge For School Science:

Educating the Inquiring Mind Guy Claxton,1991-01-01 **Educating the Inquiring Mind** Guy Claxton,1991

Science Learning, Science Teaching Jerry Wellington,Gren Ireson,2012-12-06 First Published in 2008 Routledge is an imprint of Taylor Francis an informa company **EBOOK: TEACHING AND LEARNING SCIENCE** Derek

Hodson,1998-12-16 This book extends and unifies recent debate and research about science education in several disparate fields including philosophy of science cognitive psychology and motivation theory Through an approach based on the personalization of learning and the politicization of the curriculum and classroom it shows how the complex goal of critical scientific literacy can be achieved by all students including those who traditionally underachieve in science or opt out of science education at the earliest opportunity Current thinking in situated cognition and learning through apprenticeship are employed to build a sociocultural learning model based on a vigorous learning community in which the teacher acts as facilitator co learner and anthropologist Later chapters describe how these theoretical arguments can be translated into effective classroom practice through a coherent inquiry oriented pedagogy involving a much more critical and wide ranging use of hands on and language based learning than is usual in science education **Issues in Science Teaching** John

Sears,Pete Sorenson,2005-08-18 Issues in Science Teaching covers a wide range of important issues which will interest teachers at all phases in the education system The issues discussed include the nature and purposes of science education in a multicultural society including the idea of science for all the role and purposes of investigational work in science education assessment curriculum progression and pupil attitudes to their science experience supporting basic skills development in literacy numeracy and ICT through science teaching supporting cross curricular work through science teaching taking account of individual differences including ability special needs learning style and the case for inclusion The articles are strongly based on current research and are intended to stimulate and broaden debate among the readers Written by practising science educators and teachers this book offers new and interesting ways of developing science education at all levels Science and Technology Education Promoting Wellbeing for Individuals, Societies and Environments Larry

Bencze,2017-06-21 This edited volume provides theoretical and practical resources relating to the STEPWISE curricular and instructional framework STEPWISE is the acronym for Science Technology Education Promoting Wellbeing for Individuals Societies Environments It is a framework for organizing teaching and learning domains in ways that prioritize personal and social actions to address critical socioscientific issues that is controversial decisions by powerful individuals groups about science and technology and related fields that may adversely affect individuals societies and or environments The book contains chapters written by and or with teachers who have used STEPWISE to guide their instructional practices as well as chapters written by education scholars who have used a range of theoretical lenses to analyze and evaluate STEPWISE and in several cases described ways in which it relates to or could relate to their practices and or ways in which the framework

might logically be amended Overall this book offers educators policy makers and others with resources useful for arranging science and technology education in ways that may assist societies in addressing significant potential personal social and or environmental problems such as dramatic climate change preventable human diseases species losses and social injustices associated with fields of science and technology

Second International Handbook of Science Education Barry J. Fraser, Kenneth Tobin, Campbell J. McRobbie, 2011-12-13 The International Handbook of Science Education is a two volume edition pertaining to the most significant issues in science education It is a follow up to the first Handbook published in 1998 which is seen as the most authoritative resource ever produced in science education The chapters in this edition are reviews of research in science education and retain the strong international flavor of the project It covers the diverse theories and methods that have been a foundation for science education and continue to characterize this field Each section contains a lead chapter that provides an overview and synthesis of the field and related chapters that provide a narrower focus on research and current thinking on the key issues in that field Leading researchers from around the world have participated as authors and consultants to produce a resource that is comprehensive detailed and up to date The chapters provide the most recent and advanced thinking in science education making the Handbook again the most authoritative resource in science education

EBOOK: Analysing Exemplary Science Teaching Steve Alsop, Larry Bencze, Erminia Pedretti, 2004-12-16 I read lots of books in which science education researchers tell science teachers how to teach This book refreshingly is written the other way round We read a number of accounts by outstanding science and technology teachers of how they use new approaches to teaching to motivate their students and maximise their learning These accounts are then followed by some excellent analyses from leading academics I learnt a lot from reading this book Professor Michael Reiss Institute of Education University of London Provides an important new twist on one of the enduring problems of case based learning This is a book that deserves careful reading and re reading threading back and forwards from the immediate and practical images of excellence in the teachers cases to the comprehensive and scholarly analyses in the researchers thematic chapters Professor William Louden Edith Cowan University Australia Through a celebration of teaching and research this book explores exemplary practice in science education and fuses educational theory and classroom practice in unique ways Analysing Exemplary Science Teaching brings together twelve academics ten innovative teachers and three exceptional students in a conversation about teaching and learning Teachers and students describe some of their most noteworthy classroom practice whilst scholars of international standing use educational theory to discuss define and analyse the documented classroom practice Classroom experiences are directly linked with theory by a series of annotated comments This distinctive web like structure enables the reader to actively move between practice and theory reading about classroom innovation and then theorizing about the basis and potential of this teaching approach Providing an international perspective the special lessons described and analysed are drawn from middle and secondary schools in the UK Canada and Australia This book is an

invaluable resource for preservice and inservice teacher education as well as for graduate studies. It is of interest to a broad spectrum of individuals including training teachers, teachers, researchers, administrators, and curriculum coordinators in science and technology education.

Learning Science in the Schools Shawn M. Glynn, Reinders Duit, 2012-10-12 Science and the technology derived from it is having a dramatic impact on the quality of our personal lives and the environment around us. Science will have an even greater impact on the lives of our students. The lives of scientifically literate students will be enriched by their understanding, appreciation, and enjoyment of the natural world. To prosper in the near future, all students must become scientifically literate and embrace the notion of life-long learning in science. Without scientific literacy, it will become impossible for students to make informed decisions about the interrelated educational, scientific, and social issues that will confront them in the future. Intended for science teachers, teacher educators, researchers, and administrators, this volume is concerned with the innovative research that is reforming how science is learned in schools. The chapters provide overviews of current research and illustrate how the findings of this research are being applied in schools. This research-based knowledge is essential for effective science instruction. The contributors are leading authorities in science education, and their chapters draw clear connections among research, theory, and classroom practice. They provide excellent examples from science classes in which their research has reformed practice. This book will help educators develop the scientific literacy of students. It bridges the gap between cutting-edge research and classroom practice to provide educators with the knowledge they need to foster students' scientific literacy.

Handbook of Research on Teaching Drew Gitomer, Courtney Bell, 2016-05-19 The Fifth Edition of the Handbook of Research on Teaching is an essential resource for students and scholars dedicated to the study of teaching and learning. This volume offers a vast array of topics ranging from the history of teaching to technological and literacy issues. In each authoritative chapter, the authors summarize the state of the field while providing conceptual overviews of critical topics related to research on teaching. Each of the volume's 23 chapters is a canonical piece that will serve as a reference tool for the field. The Handbook provides readers with an unparalleled view of the current state of research on teaching across its multiple facets and related fields.

International Handbook of Semiotics Peter Pericles Trifonas, 2015-05-11 This book provides an extensive overview and analysis of current work on semiotics that is being pursued globally in the areas of literature, the visual arts, cultural studies, media, the humanities, natural sciences, and social sciences. Semiotics, also known as structuralism, is one of the major theoretical movements of the 20th century, and its influence as a way to conduct analyses of cultural products and human practices has been immense. This is a comprehensive volume that brings together many otherwise fragmented academic disciplines and currents, uniting them in the framework of semiotics. Addressing a longstanding need, it provides a global perspective on recent and ongoing semiotic research across a broad range of disciplines. The handbook is intended for all researchers interested in applying semiotics as a critical lens for inquiry across diverse disciplines.

Science Education Research and Practice in Europe Doris Jorde, Justin

Dillon,2012-12-17 Each volume in the 7 volume series *The World of Science Education* reviews research in a key region of the world These regions include North America South and Latin America Asia Australia and New Zealand Europe Arab States and Sub Saharan Africa The focus of this Handbook is on science education in Europe In producing this volume the editors have invited a range of authors to describe their research in the context of developments in the continent and further afield In reading this book you are invited to consider the historical social and political contexts that have driven developments in science education research over the years A unique feature of science education in Europe is the impact of the European Union on research and development over many years A growing number of multi national projects have contributed to the establishment of a community of researchers increasingly accepting of methodological diversity That is not to say that Europe is moving towards homogeneity as this volume clearly shows Learning in Science Beverley Bell,2013-04-15

Learning in Science brings together accounts of the five influential and groundbreaking Learning in Science Projects undertaken by the author over a period of twenty years Offering comprehensive coverage of the findings and implications of the projects the book offers insight and inspiration at all levels of science teaching and learning from primary and secondary school science to teacher development and issues of classroom assessment The book reviews the findings in the light of current science education and is thematically organised to illuminate continuous and emerging themes and trends including learning pedagogy assessment Maori and science education curriculum development as teacher development and research methodology Learning in Science will be a valuable resource for science teachers science teacher educators science education researchers curriculum developers and policy makers Teaching Science in Secondary Schools Sandra Amos,Richard Boohan,2013-10-11

A companion to *Aspects of Teaching Secondary Science* the first section of this reader provides an overview of the key issues discussing the nature of science and its role in the school curriculum The second section goes on to examine critically the ways in which science is reflected in the school curriculum while the third section discusses recent curriculum initiatives and developments Turning the focus from what is taught on to who is taught section four shows that students are very much active learners in the classroom making sense of their experiences and constructing their own meanings The final section covers the role of research in science education giving examples of research papers and considering how productive collaboration between teachers and researchers can impact upon the effectiveness of classroom practice *Secondary Science* Jerry Wellington,2002-11-01

Science education has changed radically in recent years both as a result of debates within the subject and because of curriculum legislation Jerry Wellington discusses the major issues in science education today such questions as the balance of content and process in the curriculum the role of practical work and the nature of science as a subject and uses this discussion to support a very practical resource for teachers in training and their mentors The book covers every aspect of science teaching including Planning Differentiation and special needs Assessment Practical work Problem solving and investigations IT in science Handling sensitive issues e g sex education

Building on children's prior learning Throughout Wellington's guidance is accompanied by suggestions for discussion activities for individual and group use and annotated lists of further reading aimed at helping the reader to build up a personal approach to the teaching of the subject Students will also be helped by the glossaries of specialist terminology at the end of each chapter and by the references to National Curriculum attainment targets at every point in the book

Aesthetic Experience in Science Education Per-Olof Wickman, 2006-04-21 This book examines the role of aesthetic experience in learning science in science education from the perspective of knowledge as action language use based on the writings of John Dewey Ludwig Wittgenstein It offers a novel contribution to the current debate

Children's Informal Ideas in Science P. J. Black, A. M. Lucas, 2002-03-11 The ideas that children have about science concepts have for the past decade been the subject of a wealth of international research But while the area has been strong in terms of data it has suffered from a lack of theory Children's Informal Ideas in Science addresses the question of whether children's ideas about science can be explained in a single theoretical framework Twelve different approaches combine to tackle this central issue each taking a deliberately critical standpoint The contributors address such themes as values in research the social construction of knowledge and the work of Piaget in a rich contribution to the debate without claiming finally to resolve it The authors conclude with a discussion of how a theory can be built up along with suggestions for ways ahead in the research

Reflective Teacher Development in Primary Science Peter Ovens, 2005-08-10 Dominant theories about primary science contend that knowledge is the key Ovens challenges this view showing through case studies that inquiry and reflection play a significant part in the learning process This applies to pupils teachers and teacher educators Taking curiosity as a pre condition for good learning Ovens shows that it is possible to increase the desire to learn more and learn better to improve confidence in the ability to inquire to imbue pupils with the courage to seek improvement to place trust in collaborative processes to raise awareness of significant detail and to encourage open mindedness

Teaching and Learning

Secondary Science Jerry Wellington, Gren Ireson, 2002-01-31 A comprehensive and critical guide for new and experienced teachers on the teaching and learning of science It combines an overview of current research with an account of curriculum changes to provide a valuable and practical guide to the business of classroom teaching

Beyond Cartesian Dualism Steve Alsop, 2006-02-15 There is surprisingly little known about affect in science education Despite periodic forays into monitoring students attitudes toward science the effect of affect is too often overlooked Beyond Cartesian Dualism gathers together contemporary theorizing in this axiomatic area In fourteen chapters senior scholars of international standing use their knowledge of the literature and empirical data to model the relationship between cognition and affect in science education Their revealing discussions are grounded in a broad range of educational contexts including school classrooms universities science centres travelling exhibits and refugee camps and explore an array of far reaching questions What is known about science teachers and students emotions How do emotions mediate and moderate instruction How might science

education promote psychological resilience How might educators engage affect as a way of challenging existing inequalities and practices This book will be an invaluable resource for anybody interested in science education research and more generally in research on teaching learning and affect It offers educators and researchers a challenge to recognize the mutually constitutive nature of cognition and affect

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