

FOURTH EDITION



# TEACHING SECONDARY SCIENCE

CONSTRUCTING MEANING AND DEVELOPING UNDERSTANDING

KEITH ROSS, LIZ LAKIN,  
JANET MCKECHNIE  
AND JIM BAKER

A David Fulton Book

# Teaching Secondary Science Constructing Meaning And Developing

**Keith Ross,Liz Lakin,Janet  
McKechnie,Jim Baker**



## **Teaching Secondary Science Constructing Meaning And Developing:**

**Teaching Secondary Science** Keith Ross,Liz Lakin,Janet McKechnie,Jim Baker,2010-02-25 A comprehensive guide to the various aspects of science teaching providing information and ideas about different approaches     **Teaching Secondary Science** Keith Ross,Liz Lakin,Peter Callaghan,2000 This text provides a new approach to science teaching for student teachers newly qualified and established science teachers wishing to re examine their practice The authors take full account of the new orders for the ITT national curriculum in science and ICT and address the need for all new teachers to meet the four standards required for NQT status including scientific subject knowledge The book acknowledges the need for teachers to teach and learners to be given time to reconstruct this meaning for themselves     *Improving Secondary Science Teaching* John Parkinson,2004 John Parkinson encourages teachers to reflect on their current teaching practice and guides them to improving their teaching and consequently their pupils learning     Teaching Science Matt Cochrane,Tony Liversidge,Bernard Kerfoot,Judith Thomas,2009-06-16 Reflective practice is at the heart of effective teaching and this book helps you develop into a reflective teacher of science Everything you need is here guidance on developing your analysis and self evaluation skills the knowledge of what you are trying to achieve and why and examples of how experienced teachers deliver successful lessons The book shows you how to plan lessons how to make good use of resources and how to assess pupils progress effectively Each chapter contains points for reflection which encourage you to break off from your reading and think about the challenging questions that you face as a new teacher The book comes with access to a companion website [www.sagepub.co.uk/secondary](http://www.sagepub.co.uk/secondary)     *Science Learning, Science Teaching* Jerry Wellington,Gren Ireson,2013-02-28 Now fully updated in its third edition *Science Learning Science Teaching* offers an accessible practical guide to creative classroom teaching and a comprehensive introduction to contemporary issues in science education Aiming to encourage and assist professionals with the process of reflection in the science classroom the new edition examines the latest research in the field changes to curriculum and the latest standards for initial teacher training Including two brand new chapters key topics covered include the science curriculum and science in the curriculum planning and managing learning learning in science including consideration of current fads in learning safety in the science laboratory exploring how science works using ICT in the science classroom teaching in an inclusive classroom the role of practical work and investigations in science language and literacy in science citizenship and sustainability in science education Including useful references further reading lists and recommended websites *Science Learning Science Teaching* is an essential source of support guidance and inspiration all students teachers mentors and those involved in science education wishing to reflect upon improve and enrich their practice     Science Learning, Science Teaching Jerry J. Wellington,Gren Ireson,2008 Rev and updated ed of *Teaching and learning secondary science* Cover     **EBOOK: Developing Independent Learning in Science: Practical ideas and activities for 7-12 year olds** Liz Lakin,2013-08-16 This practical guide to promoting and developing independent learning is

presented in a mixed format using both diagrammatic and textual stimulus. It offers tips and suggestions to achieve effective teaching and learning and raises standards by enabling the pupil to become independent and responsible for their own learning, autonomous in their thinking and creative and critical in their understanding. Liz Lakin describes a progression away from dependency on the classroom teacher whose role changes readily from teacher to facilitator. Drawing on practice based research, she introduces the skills and processes associated with independent learning through established strategies such as Assessment for Learning, the use of Active learning techniques, problem solving activities and peer assessment. Each chapter presents tried and tested ideas, strategies and activities for the development of higher order skills such as application, synthesis, evaluation and reflection to use with pupils across the dependency spectrum. Several relate to the higher levels of attainment and are therefore applicable at Key Stage 3. The effectiveness of teacher/pupil feedback and the role of homework form a significant focus for the latter part of the book. A truly thought provoking interactive book with a difference that takes teachers on a learning journey. It encourages us to reflect on how we learn, how our pupils learn and what the collective implications for effective teaching and helping pupils to construct their learning are. Reading and actively engaging with this book is indeed a learning journey invaluable to practitioners. The text contains many invaluable references and deals with topics such as the value of homework, how people learn and how people respond to techniques addressed to them in learning situations. An essential reading for practicing teachers and particularly students in training and their tutors. Dr Sue Dale Tunnicliffe, Senior lecturer in Science Education, Institute of Education, University of London, UK. There has never been a time when independent learning is more important in school science. In *Developing Independent Learning in Science*, Liz Lakin challenges the reader to examine how they teach science and why pupils respond as they do. The result is a book that should be of great value to those who teach science to 7-12 year olds and to science educators in general. A particular strength is the way the author interweaves rigorous thinking about learning with activities for the reader to help them engage with the text. In addition, there is a mass of useful thinking in here and plenty of classroom suggestions. The book is worth reading simply for the honesty of the 'How not to climb Helvellyn' case study. Michael J. Reiss, Professor of Science Education, Institute of Education, University of London, UK. In this book, Liz Lakin involves the readers in the kind of independent learning that she is describing and advocating. It should enable practising teachers to stand back from their work to consider why we want children to learn in a certain way as well as providing useful ideas about how to do it. It is written in a personal and engaging style and is a unique addition to books on science teaching. Wynne Harlen, OBE, PhD, Visiting Professor of Education, University of Bristol, UK.

**Secondary Science Teaching for English Learners** Edward G. Lyon, Sara Tolbert, Jorge Solís, Patricia Stoddart, George C. Bunch, 2016-06-13. *Secondary Science Teaching for English Learners: Developing Supportive and Responsive Learning Context for Sense making and Language Development* provides a resource for multiple audiences including pre and in service secondary science teachers, science teacher educators, instructional coaches, curriculum

specialists and administrators to learn about a research based approach to teaching science that responds to the growing population of English learners in the United States The book offers clear definitions of pedagogical practices supported by classroom examples and a cohesive framework for teaching science in linguistically diverse classrooms The Secondary Science Teaching with English Language and Literacy Acquisition or SSELLA Framework addresses how learning science is enhanced through meaningful and relevant learning experiences that integrate discipline specific literacy In particular four core science teaching practices are described 1 contextualized science activity 2 scientific sense making through scientific and engineering practices 3 scientific discourse and 4 English language and disciplinary literacy development These four core practices are supported by sound theory and research based on unscripted guidelines and flexible modifications of science lessons Moreover the four interrelated practices promote students use of core science ideas while reading writing talking and doing science thus reflecting principles from Next Generation Science Standards Common Core State Standards for English Language Arts and English language proficiency standards Secondary Science Teaching provides readers with a historical and theoretical basis for integrating language literacy and science in multilingual science classrooms and well as explicit models and guided support teachers in enacting effective teaching practices in the classroom including comparative vignettes to distinguish between different types of classroom practice

**Chemical Misconceptions** Keith Taber,2002 Part one includes information on some of the key alternative conceptions that have been uncovered by research and general ideas for helping students with the development of scientific conceptions

**The Art of Teaching Primary School Science** Vaille Dawson,Grady Venville,2020-07-16 Children have an innate curiosity about the natural world that makes teaching science a rewarding experience However teaching science is an art that requires a unique combination of knowledge and skills to make the most of students interest and foster their understanding With contributions from leading educators The Art of Teaching Primary Science addresses the fundamental issues in teaching science in primary and early childhood years Reflecting current research in science education The Art of Teaching Primary Science covers the following areas the theoretical underpinnings of science education and curriculum effective science teaching practice planning teaching strategies investigations resources and assessment key issues including scientific literacy integrating science and technology and activities outside the classroom

**Education for Sustainable Development in Biosphere Reserves and other Designated Areas: A Resource Book for Educators in South-Eastern Europe and the Mediterranean** UNESCO,2013

**Sustainable Communities, Sustainable Environments** ,2007-01-01 Sustainable Communities Sustainable Environments What is enacted when we engage with these ideas Sustainability is a term increasingly used to describe the broader purpose and goal for education as we move further into the UN declared Decade of Education for Sustainable Development UNDESD This book provides a variety of international perspectives from the traditional fields of science and technology education as teachers primary through tertiary teacher educators and academic researchers engage with this

topic The book provides a collection of new works which will help to describe for educators what it is we develop and what it is we sustain when we engage in education for sustainable development ESD The School Science Review ,2004

**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 Teaching Secondary Science Geoff Woolcott,Robert Whannell,2017-11-16 Teaching Secondary Science Theory and Practice provides a dynamic approach to preparing preservice science teachers for practice Divided into two parts theory and practice the text allows students to first become confident in the theory of teaching science before showing how this theory can be applied to practice through ideas for implementation such as sample lesson plans These examples span a variety of age levels and subject areas allowing preservice teachers to adapt each exercise to suit their needs when they enter the classroom Each chapter is supported by pedagogical features including learning objectives reflections scenarios key terms questions research topics and further readings Written by leading science education researchers from universities across Australia Teaching Secondary Science is a practical resource that will continue to inspire preservice teachers as they move from study into the classroom This book includes a single use twelve month subscription to Cambridge Dynamic Science **Global Developments in Literacy Research for Science Education** Kok-Sing Tang,Kristina Danielsson,2018-01-19 This book highlights recent developments in literacy research in science teaching and learning from countries such as Australia Brazil China Finland Germany Hong Kong New Zealand Norway Singapore Spain South Africa Sweden Taiwan and the United States It includes multiple topics and perspectives on the role of literacy in enhancing science teaching and learning such as the struggles faced by students in science literacy learning case studies and evaluations of classroom based interventions and the challenges encountered in the science classrooms It offers a critical and comprehensive investigation on numerous emerging themes in the area of literacy and science education including disciplinary literacy scientific literacy classroom discourse multimodality language and representations of science and content and language integrated learning CLIL The diversity of views and research contexts in this volume presents a useful introductory handbook for academics researchers

and graduate students working in this specialized niche area. With a wealth of instructional ideas and innovations it is also highly relevant for teachers and teacher educators seeking to improve science teaching and learning through the use of literacy.

**Making Sense of Secondary Science** Rosalind Driver, Ann Squires, Peter Rushworth, Valerie Wood-Robinson, 2014-09-19. What ideas do children hold about the natural world? How do these ideas affect their learning of science? Young learners bring to the classroom knowledge and ideas about many aspects of the natural world constructed from their experiences of education and from outside school. These ideas contribute to subsequent learning and research has shown that teaching of science is unlikely to be effective unless it takes learners' perspectives into account. *Making Sense of Secondary Science* provides a concise, accessible summary of international research into learners' ideas about science, presenting evidence-based insight into the conceptions that learners hold before and even despite teaching. With expert summaries from across the science domains, it covers research findings from life and living processes, materials and their properties, and physical processes. This classic text is essential reading for all trainee secondary, elementary, and primary school science teachers, as well as those researching the science curriculum and science methods who want to deepen their understanding of how learners think and to use these insights to inform teaching strategies. It also provides a baseline for researchers wishing to investigate contemporary influences on children's ideas and to study the persistence of these conceptions. Both components of *Making Sense of Secondary Science*—this book and the accompanying teacher's resource file *Making Sense of Secondary Science: Support materials for teachers*—were developed as a result of a collaborative project between Leeds City Council Department of Education and the Children's Learning in Science Research Group at the University of Leeds, UK.

**Making Sense of Secondary Science** James Driver, 2013-01-11. What ideas do children hold about the natural world? How do these ideas affect their learning of science? When children begin secondary school, they already have knowledge and ideas about many aspects of the natural world from their experiences both in primary classes and outside school. These ideas contribute to subsequent learning and research has shown that teaching is unlikely to be effective unless it takes learners' perspectives into account. *Making Sense of Secondary Science: Research into Children's Ideas* provides a concise, accessible summary of the research that has been done internationally in this area. The research findings are arranged in three main sections: life and living processes, materials and their properties, and physical processes. Much of this material has hitherto been difficult to access, and its publication in this convenient form will be welcomed by all science teachers, both in initial training and in schools who want to deepen their understanding of how their children think.

**Making Sense of Secondary Science**, 1994      **Teaching Inquiry Science in Middle and Secondary Schools**  
Anton E. Lawson, 2010. This textbook provides an introduction to inquiry-oriented secondary science teaching methods.

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## **Table of Contents Teaching Secondary Science Constructing Meaning And Developing**

1. Understanding the eBook Teaching Secondary Science Constructing Meaning And Developing
  - The Rise of Digital Reading Teaching Secondary Science Constructing Meaning And Developing
  - Advantages of eBooks Over Traditional Books
2. Identifying Teaching Secondary Science Constructing Meaning And Developing
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Teaching Secondary Science Constructing Meaning And Developing
  - User-Friendly Interface
4. Exploring eBook Recommendations from Teaching Secondary Science Constructing Meaning And Developing
  - Personalized Recommendations
  - Teaching Secondary Science Constructing Meaning And Developing User Reviews and Ratings
  - Teaching Secondary Science Constructing Meaning And Developing and Bestseller Lists
5. Accessing Teaching Secondary Science Constructing Meaning And Developing Free and Paid eBooks
  - Teaching Secondary Science Constructing Meaning And Developing Public Domain eBooks



- Teaching Secondary Science Constructing Meaning And Developing eBook Subscription Services
- Teaching Secondary Science Constructing Meaning And Developing Budget-Friendly Options
- 6. Navigating Teaching Secondary Science Constructing Meaning And Developing eBook Formats
  - ePub, PDF, MOBI, and More
  - Teaching Secondary Science Constructing Meaning And Developing Compatibility with Devices
  - Teaching Secondary Science Constructing Meaning And Developing Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Teaching Secondary Science Constructing Meaning And Developing
  - Highlighting and Note-Taking Teaching Secondary Science Constructing Meaning And Developing
  - Interactive Elements Teaching Secondary Science Constructing Meaning And Developing
- 8. Staying Engaged with Teaching Secondary Science Constructing Meaning And Developing
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Teaching Secondary Science Constructing Meaning And Developing
- 9. Balancing eBooks and Physical Books Teaching Secondary Science Constructing Meaning And Developing
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Teaching Secondary Science Constructing Meaning And Developing
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Teaching Secondary Science Constructing Meaning And Developing
  - Setting Reading Goals Teaching Secondary Science Constructing Meaning And Developing
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Teaching Secondary Science Constructing Meaning And Developing
  - Fact-Checking eBook Content of Teaching Secondary Science Constructing Meaning And Developing
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks

### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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