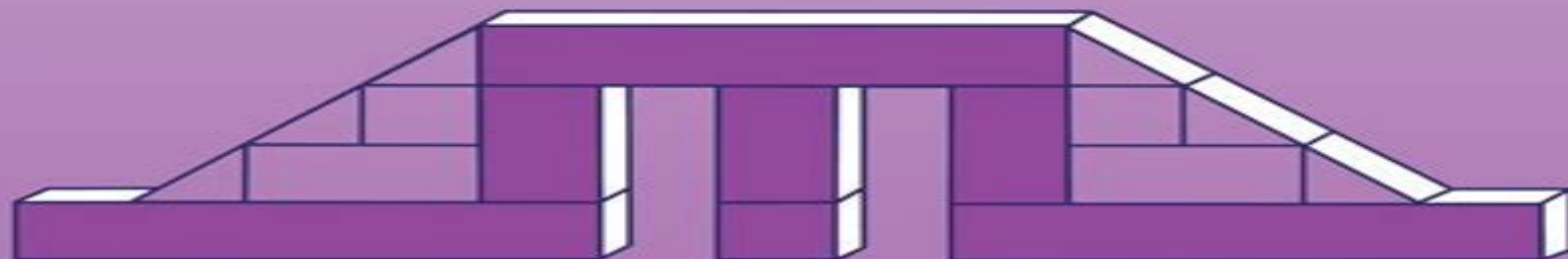


Socio-Cultural Perspectives on Science Education

An International Dialogue

William W. Cobern (Ed.)



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Socio Cultural Perspectives On Science Education An International Dialogue

**Sascha Bernholt, Knut Neumann, Peter
Nentwig**



Socio Cultural Perspectives On Science Education An International Dialogue:

Socio-Cultural Perspectives on Science Education W.W. Cobern, 1998-03-31 Tackles the question of whose interests are being served by the current science education practices and policies and offers perspectives from culture economics epistemology equity gender language and religion Promotes a reflective science education that takes place within people's cultural lives rather than taking it over Among the topics are situating school science in a climate of critical cultural reform the influence of language on teaching and learning science in a second language a cultural history of science education in Japan and the philosophy of science and radical intellectual Islam in Turkey Of interest to students researchers and practitioners of education Annotation copyrighted by Book News Inc Portland OR *Socio-Cultural Perspectives on Science Education* W.W. Cobern, 2012-12-06 Global science education is a reality at the end of the 20th century albeit an uneven reality because of tremendous technological and economic pressures Unfortunately this reality is rarely examined in the light of what interests the everyday lives of ordinary people rather than the lives of political and economic elites The purpose of this book is to offer insightful and thought provoking commentary on both realities The tacit question throughout the book is Whose interests are being served by current science education practices and policies The various chapters offer critical analysis from the perspectives of culture economics epistemology equity gender language and religion in an effort to promote a reflective science education that takes place within rather than taking over the important cultural lives of people The target audience for the book includes graduate students in education science education and education policy professors policy and government officials involved with education *Socio-Cultural Perspectives on Science Education* W.W. Cobern, 2014-01-15

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 *The RoutledgeFalmer Reader in Science Education* John Gilbert, 2004 This Reader brings together a wide range of material to present an international perspective on topical issues in science education today In order to identify what themes should be addressed in the book thirty eight science educators from around the world responded to the question What issues are

currently important in science education in your country The outcome is this lively and authoritative Reader which features topics as varied as globalisation assessment pupil s views on science education environmental education teaching approaches teacher development multimedia and ICT constructivism With a specially written introduction from the editor providing a much needed context to the current education climate students of science education will find this Reader an important route map to further reading and understanding

Aesthetic Experience in Science Education Per-Olof Wickman,2006-04-21
Ths bk 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 debat

Science Communication in Theory and Practice S.M. Stocklmayer,M.M. Gore,C.R. Bryant,2012-12-06 Hereafter you will find a first a comprehensive textbook on the communication of sciencein theory and practice Is there a need for such a textbook Obviously yes Whether you are a scientist a science journalist a science teacher a science museum specialist a scientific website designer a science historian a science entertainer a member of a scientific society or club a science tinkerer there is always a chance that you will be enthusiastic about the job of communicating science but uncertain about whether you do it well This book exposes you to the practices of others by reviewing science communication case studies or by inviting you to plunge into the underlying rationale of theoretical approaches to science communication These are different opportunities for comparing your experience with the practices or reflections of others The conversation can even be established and furthered with the authors of some of these case studies or of the theories presented in this book by using their website and possibly their email addresses This book like a composite gathers contributions from experts from most of the above mentioned fields A lot of practices are discussed and they are among the very best practices according to common professional wisdom in the field Those practices are also reflected upon in an attempt to be somewhat theoretical

International Perspectives On Early Childhood Education And Care Georgeson, Jan,Payler, Jane,2013-02-01 There is a growing interest in understanding how early years care and education is organised and experienced internationally and many early years courses from foundation degree and beyond include an International Perspectives module

History, Philosophy and Science Teaching Michael R. Matthews,2017-08-30 This anthology opens new perspectives in the domain of history philosophy and science teaching research Its four sections are first science culture and education second the teaching and learning of science third curriculum development and justification and fourth indoctrination The first group of essays deal with the neglected topic of science education and the Enlightenment tradition These essays show that many core commitments of modern science education have their roots in this tradition and consequently all can benefit from a more informed awareness of its strengths and weaknesses Other essays address research on leaning and teaching from the perspectives of social epistemology and educational psychology Included here is the first ever English translation of Ernst Mach s most influential 1890 paper on The Psychological and Logical Moment in Natural Science Teaching This paper

launched the influential Machian tradition in education Other essays address concrete cases of the utilisation of history and philosophy in the development and justification of school science curricula These are instances of the supportive relation of HPS a subject long discussed in philosophy of education but inadequately in science education This book is a timely reminder of why history and philosophy of science are urgently needed to support understanding of science From major traditions such as the Enlightenment to the tensions around cultural studies of science the book provides a comprehensive context for the scientific endeavour drawing on curriculum and instructional examples Sibel Erduran University of Oxford UK The scholarship that each of the authors in this volume offers deepens our understanding of what we teach in science and why that understanding matters This is an important book exploring a wide set of issues and should be read by anyone with an interest in science or science education Jonathan Osborne Stanford University USA This volume presents new and updated perspectives in the field such as the Enlightenment Tradition Cultural Studies Indoctrination in Science Education and Nature of Science Highly recommended Mansoor Niaz Universidad de Oriente Venezuela This volume provides an extremely valuable set of insights into educational issues related to the history and philosophy of science Michael J Reiss University College London UK

The Images of Science Through Cultural Lenses: A Chinese Study on the Nature of Science Hongming Ma, 2012-09-15 Are the images of science held by learners the same across cultures What are the implications for science education This book explores the nature of science from a cultural perspective Located in the Chinese cultural context the book examines the nexus between characteristics of Chinese thinking and the understanding of the nature of science in Chinese traditional culture The dramatic cultural change as a result of the introduction of Western culture was accompanied by the dramatic reconstruction of the image of science The Chinese science education echoes the understanding of the nature of science in each cultural historical period Reflecting the tension and dilemmas of understanding the nature of science at the policy making level the images of science held by Chinese science teachers represent a mixture of influences by values and beliefs that are embedded in the imported science and by Chinese native cultural beliefs The book concludes with suggestions of change of practice in science education for a more realistic image of science not only within the field of education but also in society at large

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 *International Handbook of Research and Development in Technology Education* ,2009-01-01 This international handbook reflects on the development of the field of technology education From reviewing how the field has developed and its current strengths consideration is given to where the field might go and how it can be supported in this process This handbook argues that technology is an essential part of education for all and it provides a unique coverage of the developing field of technology education It is divided into eight sections from consideration of different approaches to education in different countries through thinking about the nature of technology perceptions of technology relationships between science technology and society learning and teaching assessment teacher education and professional development and developed and developing research approaches This book constitutes a significant collection of work from numerous countries and authors actively engaged in technology education research and development It is intended for graduate students academics researchers curriculum developers professional development providers policy makers and practitioners The development of this handbook represents an important step in the maturity of the field of technology education The field has matured as our technological society has matured to the point that research and practice can be documented as shared in this publication Historians will look at this international handbook as a significant comprehensive step for a field of education that focuses on technology innovation design and engineering for all students Kendall Starkweather Ph D DTE CAE ITEA Executive Director **Mathematics and Science Education in Developing Countries** Masafumi Nagao,John M. Rogan,Marcelita Coronel Magno,2007 Social Justice, Education and Identity Carol Vincent,2003-12-16 This book answers key questions regarding social justice in education Its central theme is how the education system through its organization and practices is implicated in the realisation of just or unjust social outcomes In particular the writers examine the ways in which the identities of individuals and groups are formed and transformed in schools colleges and universities The book contains examples drawn from early years through to higher education It has a dual focus addressing theoretical debates in social justice including how the concept of social justice can be understood and theoretical issues around social capital and class and gender reproduction the formation of learner identities focusing on how these are differentiated by class ethnicity gender sexuality and dis ability Carol Vincent has assembled a wide ranging collection of lucidly argued essays by a panel of internationally respected contributors The authors draw on their current and recent research to inform their writing and so theory is balanced with extensive empirical evidence Therefore the debates continued here have implications for policy and practice as well as being theoretically and analytically rich This book will provide unrivalled coverage of the subject for researchers academics practitioners and policymakers in education

Teaching Chemistry - A Studybook Ingo Eilks, Avi Hofstein, 2013-04-20 This book focuses on developing and updating prospective and practicing chemistry teachers pedagogical content knowledge The 11 chapters of the book discuss the most essential theories from general and science education and in the second part of each of the chapters apply the theory to examples from the chemistry classroom Key sentences tasks for self assessment and suggestions for further reading are also included The book is focused on many different issues a teacher of chemistry is concerned with The chapters provide contemporary discussions of the chemistry curriculum objectives and assessment motivation learning difficulties linguistic issues practical work student active pedagogies ICT informal learning continuous professional development and teaching chemistry in developing environments This book with contributions from many of the world's top experts in chemistry education is a major publication offering something that has not previously been available Within this single volume chemistry teachers teacher educators and prospective teachers will find information and advice relating to key issues in teaching such as the curriculum assessment and so forth but contextualised in terms of the specifics of teaching and learning of chemistry and drawing upon the extensive research in the field Moreover the book is written in a scholarly style with extensive citations to the literature thus providing an excellent starting point for teachers and research students undertaking scholarly studies in chemistry education whilst at the same time offering insight and practical advice to support the planning of effective chemistry teaching This book should be considered essential reading for those preparing for chemistry teaching and will be an important addition to the libraries of all concerned with chemical education Dr Keith S Taber University of Cambridge Editor Chemistry Education Research and Practice The highly regarded collection of authors in this book fills a critical void by providing an essential resource for teachers of chemistry to enhance pedagogical content knowledge for teaching modern chemistry Through clever orchestration of examples and theory and with carefully framed guiding questions the book equips teachers to act on the relevance of essential chemistry knowledge to navigate such challenges as context motivation to learn thinking activity language assessment and maintaining professional expertise If you are a secondary or post secondary teacher of chemistry this book will quickly become a favorite well thumbed resource Professor Hannah Sevan University of Massachusetts Boston

Critical Issues in Mathematics Education Bharath Sriraman, Paul Ernest, Brian Greer, 2009-06-01 The word critical in the title of this collection has three meanings all of which are relevant One meaning as applied to a situation or problem is at a point of crisis A second meaning is expressing adverse or disapproving comments or judgments A third is related to the verb to critique meaning to analyze the merits and faults of The authors contributing to this book pose challenging questions from multiple perspectives about the roles of mathematics in society and the implications for education Traditional reasons for teaching mathematics include preparing a new generation of mathematics researchers and a cadre of technically competent users of mathematics training students to think logically and because mathematics is as much part of cultural heritage as literature or music These reasons remain valid though open to critique

but a deeper analysis is required that recognizes the roles of mathematics in framing many aspects of contemporary society that will connect mathematics education to the lived experiences of students their communities and society in general and that acknowledges the global ethical responsibilities of mathematicians and mathematics educators The book is organized in four sections 1 Mathematics education For what and why 2 Globalization and cultural diversity 3 Mathematics education and society and 4 Social justice in and through mathematics education The chapters address fundamental issues such as the relevance of school mathematics in people s lives creating a sense of agency for the field of mathematics education and redefining the relationship between mathematics as discipline mathematics as school subject and mathematics as part of people s lives

Science Education Research and Practice from Japan Tetsuo Isozaki, Manabu Sumida, 2021-07-19 This book project poses a major challenge to Japanese science education researchers in order to disseminate research findings on and to work towards maintaining the strength and nature of Japanese science education It also presents a unique opportunity to initiate change and or develop science education research in Japan It provides some historical reasons essential to Japanese students success in international science tests such as TIMSS and PISA Also it helps to tap the potential of younger generation of science education researchers by introducing them to methods and designs in the research practice

Reconsidering Science Learning Eileen Scanlon, 2004 This informative book looks at science learning in a wide range of contexts It is divided into three parts Part one deals with the arguments put forward for studying science and includes a discussion on what science learners need to know about the nature of science and how decisions about what forms science curricula are made Part two includes articles on the processes by which science is learned and part three deals with inclusivity and diversity in science learning and what widening participation means for science education This is a companion book to *Mediating Science Learning through ICT* also published by RoutledgeFalmer *Reconsidering Science Learning* will be of particular interest to teachers on masters courses in science education and academics with an interest in science education

Science Education and Culture Fabio Bevilacqua, Enrico Giannetto, Michael Matthews, 2012-12-06 This anthology contains selected papers from the Science as Culture conference held at Lake Como and Pavia University Italy 15 19 September 1999 The conference attended by about 220 individuals from thirty countries was a joint venture of the International History Philosophy and Science Teaching Group its fifth conference and the History of Physics and Physics Teaching Division of the European Physical Society its eighth conference The magnificent Villa Olmo on the lakeshore provided a memorable location for the presentors of the 160 papers and the audience that discussed them The conference was part of local celebrations of the bicentenary of Alessandro Volta s creation of the battery in 1799 Volta was born in Como in 1745 and for forty years from 1778 he was professor of experimental physics at Pavia University The conference was fortunate to have had the generous financial support of the Italian government s Volta Bicentenary Fund Lombardy region Pavia University Italian Research Council and Kluwer Academic Publishers The papers included here have or will be

published in the journal Science Education the inaugural volume 1992 of which was a landmark in the history of science education publication because it was the first journal in the field devoted to contributions from historical philosophical and sociological scholarship Clearly these foundational disciplines inform numerous theoretical curricular and pedagogical debates in science education Contemporary Concerns The research promoted by the International and European Groups and by the journal is central to science education programmes in most areas of the world

Making it tangible. Learning outcomes in science education Sascha Bernholt, Knut Neumann, Peter Nentwig, 2012 One of the central features in current educational reforms is a focus on learning outcomes Many countries have established or revised standards to describe what teachers are supposed to teach and students are expected to learn More recently the emphasis has shifted to considerations of how standards can be operationalized in order to make the outcomes of educational efforts more tangible This book is the result of a symposium held in Kiel that was arranged by two science education groups one at the IPN Leibniz Institute for Science and Mathematics Education at the University of Kiel in Germany and the other at the University of York UK The seminar brought together renowned experts from 12 countries with different notions of the nature and quality of learning outcomes The aim was to clarify central conceptions and approaches for a better understanding among the international science education community The book is divided into five parts In Part A the organizers set the scene describing the rationale for arranging the symposium Part B provides a broad overview about different approaches challenges and pitfalls on the road to the clarification of meaningful and fruitful learning outcomes The set of papers in Part C provides deep insights into different although comparable approaches which aim to frame to assess and to promote learning and learning outcomes in science education Smaller projects are presented as well as broad coordinated national programs The papers in Part D outline the individual historical development from different national perspectives reflecting the deficits and problems that led to current reforms Finally a summary of the organizers analyses the conclusions from different vantage points

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