Constructivism in Science Education

A Philosophical Examination

Edited by Michael R. Matthews

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Constructivism In Science Education A Philosophical Examination

R Barnett

Constructivism In Science Education A Philosophical Examination:

Constructivism in Science Education Michael R. Matthews, 1998-02-28 Constructivism is one of the most influential theories in contemporary education and learning theory It has had great influence in science education The papers in this collection represent arguably the most sustained examination of the theoretical and philosophical foundations of constructivism yet published Topics covered include orthodox epistemology and the philosophical traditions of constructivism the relationship of epistemology to learning theory the connection between philosophy and pedagogy in constructivist practice the difference between radical and social constructivism and an appraisal of their epistemology the strengths and weaknesses of the Strong Programme in the sociology of science and implications for science education The book contains an extensive bibliography Contributors include philosophers of science philosophers of education science educators and cognitive scientists. The book is noteworthy for bringing this diverse range of disciplines together in the examination of a central educational topic Constructivism in Science Education Michael R. Matthews, 2013-03-26 Constructivism is one of the most influential theories in contemporary education and learning theory It has had great influence in science education The papers in this collection represent arguably the most sustained examination of the theoretical and philosophical foundations of constructivism yet published Topics covered include orthodox epistemology and the philosophical traditions of constructivism the relationship of epistemology to learning theory the connection between philosophy and pedagogy in constructivist practice the difference between radical and social constructivism and an appraisal of their epistemology the strengths and weaknesses of the Strong Programme in the sociology of science and implications for science education The book contains an extensive bibliography Contributors include philosophers of science philosophers of education science educators and cognitive scientists. The book is noteworthy for bringing this diverse range of disciplines together in the examination of a central educational topic Constructivism in Science Education Michael Matthews, 2012-12-06 Constructivism is one of the most influential theories in contemporary education and learning theory It has had great influence in science education The papers in this collection represent arguably the most sustained examination of the theoretical and philosophical foundations of constructivism yet published Topics covered include orthodox epistemology and the philosophical traditions of constructivism the relationship of epistemology to learning theory the connection between philosophy and pedagogy in constructivist practice the difference between radical and social constructivism and an appraisal of their epistemology the strengths and weaknesses of the Strong Programme in the sociology of science and implications for science education The book contains an extensive bibliography Contributors include philosophers of science philosophers of education science educators and cognitive scientists The book is noteworthy for bringing this diverse range of disciplines together in the examination of a central educational topic Constructivism in Science Education K. V. Sridevi, 2008 Study conducted at Demonstration Multipurpose School and Kendriya Vidyalaya situated in Mysore Karnataka India

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

Science Teaching Michael R. Matthews, 2014-09-19 Science Teaching explains how history and philosophy of science contributes to the resolution of persistent theoretical curricular and pedagogical issues in science education It shows why it is essential for science teachers to know and appreciate the history and philosophy of the subject they teach and how this knowledge can enrich science instruction and enthuse students in the subject Through its historical perspective the book reveals to students teachers and researchers the foundations of scientific knowledge and its connection to philosophy metaphysics mathematics and broader social influences including the European Enlightenment and develops detailed arguments about constructivism worldviews and science multicultural science education inquiry teaching values and teacher education Fully updated and expanded the 20th Anniversary Edition of this classic text featuring four new chapters The Enlightenment Tradition Joseph Priestley and Photosynthesis Science Worldviews and Education and Nature of Science Research and 1 300 references provides a solid foundation for teaching and learning in the field Fostering Scientific Habits of Mind, 2009-01-01 The history of human development records the courageous efforts made by the generation of teacher educators to train the school leaders who are responsible to implement educational policies They have endured the burden and challenges of the times and refine the pedagogies and education systems with many innovative approaches As the world faces increasing uncertainties and shift to knowledge economy education plays a larger role in creating productive persons Designing and managing learning school organizations that can sustain a competitive advantage in this fast changing environment demands transformative leaders who would envision building intellectual capital for the future Many books on teacher education educational management and leadership exist in the past But most books do not keep up with the fast changing educational scene and only a few include future scenarios This book presents anticipated trends and demands of the new knowledge economy achieving goals with the use of various tools generative and collaborative efforts increasing leadership capability in dynamic and complex contexts enculturation of cutting edge knowledge for educational advancement and creation of teams that focus learning organizations The book brings together prominent and leading teacher educators and researchers from around the world to present their scholarship theories and practice case studies state of the art

approaches and future oriented predictions This book embodies collective knowledge inquiry and represents professional conversations. The chapters provides information on recent trends and development in teacher education the important role of educational management and leadership in educational transformations promising practices for desired outcomes The book is a critical and specialized resource that describes how transformative leadership can play an important role in achieving excellence in education The topics are covered in the book are educational leadership and effective teaching research in transformational leadership and professional development and social capital building in schools Worldviews and Education Michael Matthews, 2009-07-14 This book has its origins in a special issue of the journal Science Education Volume 18 Numbers 6 7 2009 The essay by Costas Skordoulis Science and Worldviews in the Marxist Tradition did not appear in that special issue due to a mistake in production scheduling It was published in an earlier issue of the journal Volume 17 Number 6 2008 but has been included in this book version of the special issue As explained in the Introduction the catalyst for the journal special issue was the essay on Science Worldviews and Education submitted to the journal by Hugh G Gauch Jr This was circulated to the other contributors who were asked to write their own contribution in the light of the arguments and literature contained in the paper Hugh made brief Responses and Clari cations after the papers were written However the Tanis Edis article on Islam and my own article on Priestley were processed too late to bene t from Hugh s appraisal The journal is associated with the International History Philosophy and Science Teaching Group which was formed in 1987 The group stages biennial international conferences and occasional regional conferences details can be found at www ihpst org The group though the journal conferences and its electronic newsletter at www ihpst Research on Science Education Sandra K. Abell, Ken Appleton, Deborah Hanuscin, 2013-03-07 This state of the art research Handbook provides a comprehensive coherent current synthesis of the empirical and theoretical research concerning teaching and learning in science and lays down a foundation upon which future research can be built The contributors all leading experts in their research areas represent the international and gender diversity that exists in the science education research community As a whole the Handbook of Research on Science Education demonstrates that science education is alive and well and illustrates its vitality It is an essential resource for the entire science education community including veteran and emerging researchers university faculty graduate students practitioners in the schools and science education professionals outside of universities The National Association for Research in Science Teaching NARST endorses the Handbook of Research on Science Education as an important and valuable synthesis of the current knowledge in the field of science education by leading individuals in the field For more information on NARST please visit http www narst org

<u>International Perspectives on Science Education for the Gifted Keith S Taber, Manabu Sumida, 2016-04-28 In the spirit of encouraging international dialogue between researchers and practitioners often working within isolated traditions this book discusses perspectives on science education for the gifted informed by up to date research findings from a number of related</u>

fields The book reviews philosophy culture and programmes in science education for the gifted in diverse national contexts and includes scholarly reviews of significant perspectives and up to date research methods and findings The book is written in a straightforward style for students studying international perspective modules on undergraduate but especially masters and doctoral degrees in Science Education and Gifted Education Gifted education has come to be regarded as a key national programme in many countries and gifted education in science disciplines is now of major importance to economic and technological development Despite these national initiatives and developments there are very few discussions on gifted education in science from international perspectives This will be a valued addition to the scholarship in this emergent field

Assessing Science Understanding Joel J. Mintzes, James H. Wandersee, Joseph D. Novak, 2005-08-22 Recent government publications like Benchmarks for Scientific Literacy and Science for all Americans have given teachers a mandate for improving science education in America What we know about how learners construct meaning particularly in the natural sciences has undergone a virtual revolution in the past 25 years Teachers as well as researchers are now grappling with how to better teach science as well as how to assess whether students are learning Assessing Science Understanding is a companion volume to Teaching Science for Understanding and explores how to assess whether learning has taken place The book discusses a range of promising new and practical tools for assessment including concept maps vee diagrams clinical interviews problem sets performance based assessments computer based methods visual and observational testing portfolios explanatory models and national examinations Student Thinking and Learning in Science Keith S. Taber, 2014-04-11 This readable and informative survey of key ideas about students thinking in science builds a bridge between theory and practice by offering clear accounts from research and showing how they relate to actual examples of students talking about widely taught science topics Focused on secondary students and drawing on perspectives found in the international research literature the goal is not to offer a comprehensive account of the vast literature but rather to provide an overview of the current state of the field suitable for those who need an understanding of core thinking about learners ideas in science including science education students in teacher preparation and higher degree programs and classroom teachers especially those working with middle school high school or college level students Such understanding can inform and enrich science teaching in ways which are more satisfying for teachers less confusing and frustrating for learners and so ultimately can lead to both greater scientific literacy and more positive attitudes to science Handbook of Research on Applied Learning Theory and Design in Modern Education Railean, Elena, 2015-11-09 The field of education is in constant flux as new theories and practices emerge to engage students and improve the learning experience Research advances help to make these improvements happen and are essential to the continued improvement of education The Handbook of Research on Applied Learning Theory and Design in Modern Education provides international perspectives from education professors and researchers cyberneticists psychologists and instructional designers on the processes and mechanisms of the global

learning environment Highlighting a compendium of trends strategies methodologies technologies and models of applied learning theory and design this publication is well suited to meet the research and practical needs of academics researchers teachers and graduate students as well as curriculum and instructional design professionals **The Pendulum** Michael Matthews, Colin F. Gauld, Arthur Stinner, 2006-01-19 The pendulum is a universal topic in primary and secondary schools but its full potential for learning about physics the nature of science and the relationships between science mathematics technology society and culture is seldom realised Contributions to this 32 chapter anthology deal with the science history methodology and pedagogy of pendulum motion There is ample material for the richer and more cross disciplinary treatment of the pendulum from elementary school to high school and through to advanced university classes Scientists will value the studies on the physics of the pendulum historians will appreciate the detailed treatment of Galileo Huygens Newton and Foucault s pendulum investigations psychologists and educators will learn from the papers on Piaget teachers will welcome the many contributions to pendulum pedagogy All readers will come away with a new awareness of the importance of the pendulum in the foundation and development of modern science and for its centrality in so many facets of society and culture

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 Epistemology, Science 5-11 Kendra McMahon, Alan Howe, Chris Collier, Sarah Earle, Dan Davies, Darren McKay, Kerry-Anne Barber, Lisa Howarth, 2024-11-13 This fully updated fourth edition of the bestselling textbook Science 5 11 provides a comprehensive introduction to current research and professional practice for teaching science in the primary school Chapters are organised into five sections first introducing theory and practice then providing specific guidance on teaching topics in biology chemistry and physics and finally

discussing supporting science across the whole school Updates to the new edition include Responding to recent changes in the Initial Teacher Education framework discussion about cognitive science is integrated more fully throughout Supporting all children's engagement in science by suggesting inclusive and creative ways of building and consolidating knowledge including making connections between topics and with the wider world New discussion on planning to support pupil progression in scientific knowledge throughout their time at primary school building on Early Years and preparing for transition to secondary school Presenting current research and outlining guidance on best practice Science 5 11 provides a quide to the subject knowledge curriculum requirements and pedagogical techniques to successfully teach science within the Affective Dimensions in Chemistry Education Murat Kahveci, Mary Kay Orgill, 2015-01-08 This is a unique resource for those wishing to address the affective domain as they research and solve problems in chemistry education Contributions by world leading experts cover both fundamental considerations and practical case studies This work fills a gap in the literature of chemistry education which so far has focussed mainly on the cognitive domain The affective domain refers to feelings based constructs such as attitudes values beliefs opinions emotions interests motivation and a degree of acceptance or rejection It can affect students interest in science topics and their motivation to persevere in Teaching Science with Context Maria Elice de Brzezinski Prestes, Cibelle Celestino learning science concepts Silva, 2018-07-25 This book offers a comprehensive overview of research at interface between History Philosophy and Sociology of Science HPSS and Science Teaching in Ibero America It contributes to research on contextualization of science for students teachers and researchers and explains how to use different episodes of history of science or different themes of philosophy of science in regular science classes through diverse pedagogical approaches. The chapters in this book discuss a wide range of topics under different methodological epistemological and didactic approaches reflecting the richness of research developed in Spanish and Portuguese speaking countries Latin America Spain and Portugal The book contains chapters about historical events topics of philosophy and sociology of science nature of science applications of HPSS in the classroom instructional materials for students and teacher training courses and curriculum Science Education and <u>Culture</u> 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 magnificient 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 reseach promoted by the International and European Groups and by the journal is central to science education programmes in most areas of the world

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