The Content of Science

A Constructivist Approach to its Teaching and Learning



Edited by Peter Fensham, Richard Gunstone, Richard White



Carolyn S. Wallace, Brian B. Hand, Vaughan Prain

The Content Of Science: A Constructive Approach To Its Teaching And Learning Peter J. Fensham; Richard F. Gunstone; Richard T. White all of Monash University, Australia.,2012-11-12 A group of science educators with experience of being involved in curriculum development and in conducting extensive research on many aspects of teaching and learning science have combined their findings in this volume Each author has conducted research into his or her own area of science education and presents the implications of this research for a specific area of science teaching The experiences of members of the Monash Children's Science Group specifically three primary teachers and one biology teacher have also been included so as to present the voices of teachers for whom writing a personal account of their teaching is often an unappealing task

The Content of Science: a Constructivist Approach to Its Teaching and Learning Peter J. Fensham, Richard F. Gunstone, Richard T. White, 2017-01-07 First published in 1994 Routledge is an imprint of Taylor Francis an informa company

The Content Of Science: A Constructivist Approach To Its Teaching And learning Australia. Peter J. Fensham; Richard F. Gunstone; Richard T. White all of Monash University, 2013-11-26 First published in 1994 Leading scholars in science education from eight countries on four continents and ex pert practising science teachers primary and secondary wrote about the teaching and learning of particular science content or skills and hence how different science content requires different sorts of teaching and learning Having shared the papers they then met to discuss them and subsequently revised them The result is a coherent set of chapters that share valuable insights about the teaching and learning of science Some chapters consider the detail of specific topics e q floating and sinking soil and chemical change some describe innovative procedures others provide powerful theory Together they provide a comprehensive analysis of constructivist learning and teaching implications The Content of Science: a Constructive Approach to Its Teaching and **Learning** Peter J Fensham Richard F Gunstone Richard T White All of Monash University Australia, 2016-01-31 A group of science educators have combined their findings in this volume Each author has conducted research into his or her own area of science education and presents the implications of this research for a specific area of science teaching Curriculum Provision for the Gifted and Talented in the Secondary School Deborah Eyre, Hilary Lowe, 2013-10-23 The authors of this book offer practical help to teachers in making day to day provision for the able in their classroom Designed mainly for secondary teachers teacher educators and senior managers the book draws together a range of good practice in provision for the most able across all national curriculum subjects The recommendations for classroom practice are underpinned by sound theoretical perspectives and provide a framework for teachers to evaluate and develop their own provision for able pupils

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 The World of Science Education, 2009-01-01 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 and Israel North Africa and the Middle East and Sub Saharan Africa The focus of this Handbook is on Australasia a region loosely recognized as that which includes Australia and New Zealand plus nearby Pacific nations such as Papua New Guinea Solomon Islands Fiji Tonga Vanuatu and the Samoan islands science education and the scholarship that most closely supports this program The reviews of the research situate what has been accomplished within a given field in Australasian rather than international context. The purpose therefore is to articulate and exhibit regional networks and trends that produced specific forms of science education The thrust lies in identifying the roots of research programs and sketching trajectories focusing the changing fa ade of problems and solutions within regional contexts The approach allows readers review what has been done and accomplished what is missing and what might be done An Introduction to the Study of Education David Matheson, 2014-09-15 This fully updated fourth edition of An next Introduction to the Study of Education provides a comprehensive and reflective introduction to the study of education inviting students to guestion what education is who it is for and what purpose it serves Taking the reader from the early years through to lifelong learning it examines all forms of education and learning This new edition includes ten completely new chapters and a step by step guide to essay writing There is also a companion website to accompany the book featuring additional chapters which can be visited at www routledge com cw matheson This fully updated fourth edition provides a full exploration of the historical sociological philosophical and psychological roots of education a clear focus on the individual levels of education preschool compulsory post compulsory and lifelong learning the latest debates within special educational needs an in depth examination of learning styles insights into the historical development of education and the role of and background to research in education a focus on current educational practice and diversity across the United Kingdom and Ireland Written in a clear and accessible style this is the essential core text for all beginning students on undergraduate and postgraduate courses in Education Studies and all those interested in education today where it came from and where it is going <u>International Encyclopedia of Education</u>, 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of

study in social science Unequalled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity. The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files International handbook of teachers and teaching Bruce J. Biddle, Thomas L. Godd, Ivor F. Goodson, 1997 Writing and Learning in the Science **Classroom** Carolyn S. Wallace, Brian B. Hand, Vaughan Prain, 2004-03-31 This volume is of interest to science educators graduate students and classroom teachers The book will also be an important addition to any scholarly library focusing on science education science literacy and writing This book is unique in that it synthesizes the research of the three leading researchers in the field of writing to learn science Carolyn S Wallace Brian Hand and Vaughan Prain It includes a comprehensive review of salient literature in the field detailed reports of the authors own research studies and current and future issues on writing in science The book is the first to definitely answer the question Does writing improve science learning Further it provides evidence for some of the mechanisms through which learning occurs It combines both theory and practice in a unique way Although primarily a tool for research classroom teachers will also find many practical suggestions for using writing in the science classroom **Internationalisation and Globalisation in Mathematics and** Science Education Bill Atweh, Angela Calabrese Barton, Marcelo C. Borba, Noel Gough, Christine Keitel-Kreidt, Catherine Vistro-Yu, Renuka Vithal, 2008-07-14 This book aims to develop theoretical frameworks of the phenomena of internationalisation and globalisation and identify related ethical moral political and economic issues facing mathematics and science educators It provides a wide representation of views some of which are not often represented in international publications This is the first book to deal with issues of globalisation and internationalisation in mathematics and science education Global Pedagogies Joseph Zajda, 2010-06-14 Global Pedagogies Schooling for the Future which is the twelfth

volume in the 12 volume book series Globalisation Comparative Education and Policy Research presents scholarly research on major discourses in comparative education research with reference to globalisation educational policy and classroom pedagogy It is a sourcebook of ideas for researchers practitioners and policy makers in education globalisation global pedagogies and schooling for the future around the world The aim of the book is to provide an easily accessible practical yet scholarly source of information about the international concern in the field of globalisation global pedagogies and educational transformation Readers will find here the very latest thinking on globalisation global pedagogies and educational transformation in the context of global culture It offers a timely overview of current issues affecting discourses pertaining to global pedagogies and policy research in the global culture It provides directions in education and policy research relevant to transformational educational reforms in the 21st century The book critically examines the overall interplay between comparative education discourses globalisation and education It draws upon recent studies in the areas of globalisation equity social justice and the role of the State It explores conceptual frameworks and methodological approaches applicable in the research covering the State globalisation equity and education It demonstrates the neo liberal ideological imperatives of education and policy reforms and illustrates the way the relationship between the State and education policy affects current models and trends in education reforms and schooling globally Various book chapters critique the dominant discourses and debates pertaining to comparative education discourses and the newly constructed and re invented models of neo liberal ideology in education Using a number of diverse paradigms in comparative education research ranging from critical theory to globalisation the authors by focusing on globalisation ideology and democracy attempt to examine critically both the reasons and outcomes of education reforms policy change and transformation and provide a more informed critique on the Western driven models of accountability quality and school effectiveness The book draws upon recent studies in the areas of equity cultural capital and dominant ideologies in education FUTURE EDUCATION IN TEACHING AND LEARNING Dr. P. Muthukumar, Dr. A.R.S. Kannan, Dr. K. Malini, This edited book focuses on the possible education responses that can be implemented in future education The impact of technology on learning and teaching is often at the forefront of demands particularly from those who dictate the funding available to pay for technology within education systems This is not an unreasonable request and there is merit in impact of multidisciplinary approach will reshape the future of education to provide efficient learning teaching experiences and assessments Furthermore the book discusses multidisciplinary and psychology of teaching and learning approaches e g Cognitive metacognitive and English language learning that can be applied in this rapid moving multidisciplinary education Particularly new multidisciplinary approach learning to provide effective learning experience resulting in better learning outcomes not only their own learning but other also Future education should not solely focus on technology and psychology but also on the applied multidisciplinary approach as well as the human touch to maintain authentic and effective learning experience The book also discusses how teaching and learning

can be intended to meet the growing tendency of future education in multidisciplinary This book aims to establish itself through the published books textbooks and research as a medium to provide guidelines and recommendations for different stakeholders including policy makers educational designers teachers and students on how to enhance both learning and teaching experiences in the future for better learning outcomes as well as how to maintain in future education It also provides one step ahead towards future education to prepare different stakeholders for the rapid evolution of education even in times of critical situations The Multiple Faces of Agency, 2008-01-01 This timely edited volume examines the education of children and youth in urban settings and offers compelling alternatives for successfully engaging them in school learning Urban schools serve a large proportion of students who are poor of color and speakers of languages other than English The multiple faces of agency Innovative strategies for effecting change in urban school contexts is a new and significant addition to the literature in urban education The editor of the book and contributing scholars are to be commended for assembling such an exciting collection of innovative research for publication The volume's central message the power of human agency may help transform teaching and learning in urban schools If this happens urban school children and youth who deserve better than they have received to date stand to benefit the most from this work Time for Science Education Michael Matthews, 2012-12-06 The book s argument depends as do most proposals in education upon cer tain positions in the philosophy of education I believe that education should be primarily concerned with developing understanding with initiation into worth while traditions of intellectual achievement and with developing capacities for clear analytic and critical thought These have been the long accepted goals of liberal education In a liberal education students should come to know and appre ciate a variety of disciplines know them at an appropriate depth see the interconnectedness of the disciplines or the modes of thought and finally have some critical disposition toward what is being learned to be genuinely open minded about intellectual things These liberal goals are contrasted with goals such as professional training job preparation promotion of self esteem social engineering entertainment or countless other putative purposes of schooling that are enunciated by politicians administrators and educators The book s argument might be consistent with other views of education especially ones about the training of specialists sometimes called a professional view of education but the argument fits best with a liberal view of education The liberal hope has always been that if education is done well then other per sonal and social goods will follow The development of informed critical and moral capacities is the cornerstone for personal and social Empirical Research on Environmental Education in Europe Horst Bayrhuber, Jürgen Mayer, The book achievements presents recent empirical studies in the field of environmental education conducted in various European countries and Israel The research projects were concerned with the general question of the basic competences required for fostering Sustainable Development **Improving Science Education** Millar, John, 2000-12-01 This book takes stock of where we are in science education research and considers where we ought now to be going It explores how and whether the research effort in

science education has contributed to improvements in the practice of teaching science and the science curriculum It contains contributions from an international group of science educators Each chapter explores a specific area of research in science education considering why this research is worth doing and its potential for development Together they look candidly at important general issues such as the impact of research on classroom practice and the development of science education as a progressive field of research The book was produced in celebration of the work of the late Rosalind Driver All the principal contributors to the book had professional links with her and the three sections of the book focus on issues that were of central importance in her work research on teaching and learning in science the role of science within the school curriculum and the nature of the science education we ought to be providing for young people and the achievements of and future agenda for research in science education **Teaching Primary Science Constructively** Keith Skamp, Christine Preston, 2024-08-01 Teaching Primary Science Constructively helps pre service teachers to create effective science learning experiences for primary students by using a constructivist approach to learning This best selling text explains the principles of constructivism the implications for learning and teaching and discusses core strategies for developing science understanding and science inquiry processes and skills Part 2 provides research based ideas for implementing a constructivist approach within a number of content strands Throughout there are strong links to the key ideas themes and terminology of the latest Australian Curriculum Science Science Education in Theory and Practice Ben Akpan, Teresa J. Kennedy, 2025-04-26 This book addresses the critical role of science education in the context of global growth and development emphasizing its significance in the advancement of societal progress The book identifies and explores the lack of comprehensive resources compiling diverse learning theories and their practical applications in science teaching Tailored for a global audience it bridges the knowledge gap with a narrative genre offering a cohesive exploration of fundamental theories and applications With contributors from 14 countries this edition goes beyond its predecessor delivering updated insights across chapters in research pedagogy and educational theory Each chapter enriches the reader's experience with exercises and reflections fostering deeper engagement Notably the second edition responds to the evolving educational landscape introducing Chapter 28 on Virtual Technology in the wake of the COVID 19 pandemic This book is an invaluable resource for students educators and researchers interested in science education providing a comprehensive exploration of updated theories and practices

Reviewing Content Of Science A Constructive Approach To Its Teaching And Learning: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "Content Of Science A Constructive Approach To Its Teaching And Learning," an enthralling opus penned by a very acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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