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Science in stories: Implications for Latine children's science learning through home-based language practices

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There is growing interest in stories as potentially powerful tools for science learning. In this mini-review article, we discuss theory and evidence indicating that, especially for young children, listening to and sharing stories with adult caregivers at home can make scientific ideas and inquiry practices meaningful and accessible. We review recent research offering evidence that stories presented in books can advance children's science learning. Nonetheless, most of this work focuses on middle-class European-American U. S. children and involves narrative story books. Given the national imperative to increase Latine¹ representation in STEM education and career pursuits in the U. S., we argue that it is vital that we broaden the definition of stories to include oral narrative storytelling and other conversational routines that Latine families engage in at home. Cultural communities with firmly rooted oral traditions, such as those from Latin American heritage, rely frequently on oral storytelling rather than book reading to convey world and community knowledge to young children. Therefore, we advocate for a strengths-based approach that considers Latine families' everyday practices around science and storytelling on their own terms instead of contrasting them with European-American middle-class practices. We offer support for the view that for young children in Latine communities, culturally relevant oral practices, including personal narrative storytelling, can engender significant opportunities for family science learning at home.

KEYWORDS

storytelling, informal science learning, parent-child conversations, book reading, home learning, strengths-based

1. We use Latine to refer to individuals whose cultural background originated in Spanish-speaking Latin America.

The authors prefer to adopt the Spanish language gender inclusive ending "e" commonly used in Spanish-speaking countries, instead of the English term Latine.

Learning In Science The Implications Of Childrens Science

Olivia N. Saracho, Bernard Spodek



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Learning in Science Roger Osborne, Peter Stuart Freyberg, 1985 Learning in science the implications of children s science
Children's Science, Constructivism and Learning in Science Beverley Bell, 1993 Investigation of science education for children Covers views of learning the educational implications of children s science a constructivist view of learning and teaching for conceptual change Includes references Produced as part of the study materials for students of educational issues in science and technology ECS810
Integrated Curriculum and Developmentally Appropriate Practice Craig H. Hart, Diane C. Burts, Rosalind Charlesworth, 1997-01-01 Combines research and practice on integrated developmentally appropriate curriculum that helps theorists researchers parents and teachers understand how to match early childhood teaching practices to the integrated manner that young children naturally think and learn ENC Focus , 1999

Children's Learning in Laboratory and Classroom Contexts Joseph Campione, Kathleen Metz, 2007-06-21 During the second half of the twentieth century Ann Brown was one of the worlds premier researchers into the cognitive development of young children Sponsored by the Spencer Foundation this edited festschrift honors her work and memory by bringing together a collection of original studies that extend many of the theories and themes of
Handbook of Child Psychology and Developmental Science, Cognitive Processes , 2015-03-31 The essential reference for human development theory updated and reconceptualized The Handbook of Child Psychology and Developmental Science a four volume reference is the field defining work to which all others are compared First published in 1946 and now in its Seventh Edition the Handbook has long been considered the definitive guide to the field of developmental science Volume 2 Cognitive Processes describes cognitive development as a relational phenomenon that can be studied only as part of a larger whole of the person and context relational system that sustains it In this volume specific domains of cognitive development are contextualized with respect to biological processes and sociocultural contexts Furthermore key themes and issues e g the importance of symbolic systems and social understanding are threaded across multiple chapters although every each chapter is focused on a different domain within cognitive development Thus both within and across chapters the complexity and interconnectivity of cognitive development are well illuminated Learn about the inextricable intertwining of perceptual development motor development emotional development and brain development Understand the complexity of cognitive development without misleading simplification reducing cognitive development to its biological substrates or viewing it as a passive socialization process Discover how each portion of the developmental process contributes to subsequent cognitive development Examine the multiple processes such as categorizing reasoning thinking decision making and judgment that comprise cognition The scholarship within this volume and as well across the four volumes of this edition illustrate that developmental science is in the midst of a very exciting period There is a paradigm shift that involves increasingly greater understanding of how to

describe explain and optimize the course of human life for diverse individuals living within diverse contexts This Handbook is the definitive reference for educators policy makers researchers students and practitioners in human development psychology sociology anthropology and neuroscience

Handbook of Research on Science Education Sandra K. Abell, Norman G. Lederman, 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>

Handbook of Research on the Education of Young Children Olivia N. Saracho, Bernard Spodek, 2013-01-17 The Handbook of Research on the Education of Young Children is the essential reference on research on early childhood education throughout the world This singular resource provides a comprehensive overview of important contemporary issues as well as the information necessary to make informed judgments about these issues The field has changed significantly since the publication of the second edition and this third edition of the handbook takes care to address the entirety of vital new developments A valuable tool for all those who work and study in the field of early childhood education this volume addresses critical cutting edge research on child development curriculum policy and research and evaluation strategies With a multitude of new and updated chapters The Handbook of Research on the Education of Young Children 3rd Edition makes the expanding knowledge base related to early childhood education readily available and accessible

Teaching Science in Elementary and Middle School Joseph S. Krajcik, Charlene M. Czerniak, 2014-01-23 Teaching Science in Elementary and Middle School offers in depth information about the fundamental features of project based science and strategies for implementing the approach In project based science classrooms students investigate use technology develop artifacts collaborate and make products to show what they have learned Paralleling what scientists do project based science represents the essence of inquiry and the nature of science Because project based science is a method aligned with what is known about how to help all children learn science it not only helps students learn science more thoroughly and deeply it also helps them experience the joy of doing science Project based science embodies the principles in A Framework for K 12 Science Education and the Next Generation Science Standards Blending principles of learning and motivation with practical teaching ideas this text shows how project based learning is related to ideas in the

Framework and provides concrete strategies for meeting its goals Features include long term interdisciplinary student centered lessons scenarios learning activities and Connecting to Framework for K 12 Science Education textboxes More concise than previous editions the Fourth Edition offers a wealth of supplementary material on a new Companion Website including many videos showing a teacher and class in a project environment

The Leonardo Effect G. Ivor Hickey, Deirdre Robson, 2013 This text consists of a series of chapters written by education lecturers who describe innovative approaches to the curriculum which make the integration of art and science possible and the outcomes achievable under the Leonardo Effect

Resources in Education, 1998

Handbook of Research on Science Education, Volume II Norman G. Lederman, Sandra K. Abell, 2014-07-11 Building on the foundation set in Volume I a landmark synthesis of research in the field Volume II is a comprehensive state of the art new volume highlighting new and emerging research perspectives The contributors all experts in their research areas represent the international and gender diversity in the science education research community The volume is organized around six themes theory and methods of science education research science learning culture gender and society and science learning science teaching curriculum and assessment in science science teacher education Each chapter presents an integrative review of the research on the topic it addresses pulling together the existing research working to understand the historical trends and patterns in that body of scholarship describing how the issue is conceptualized within the literature how methods and theories have shaped the outcomes of the research and where the strengths weaknesses and gaps are in the literature Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research the Handbook of Research on Science Education Volume II is an essential resource for the entire science education community

Child Psychology Lawrence Balter, Catherine S. Tamis-LeMonda, 2016-02-26 This third edition of Child Psychology continues the tradition of showcasing cutting edge research in the field of developmental science including individual differences dynamic systems and processes and contexts of development While retaining a similar structure to the last edition this revision consists of completely new content with updated programmatic research and contemporary research trends and interests The first three sections highlight research that is organized chronologically by age Infancy Childhood and Adolescence Within each section individual chapters address contemporary research on a specific area of development such as learning cognition social and emotional development at that period in childhood The fourth section Ecological Influences emphasizes contextual influences relevant to children of all ages including risk and protective processes family and neighborhood context race and ethnicity peer relations the effects of poverty and the impact of the digital world Child Psychology also features a unique focus on four progressive themes First emphasis is placed on theory and explanation the why and how of the developmental process Second explanations of a transactional and multidimensional nature of development are at the forefront of all chapters Third the multi faceted approach to development highlights contextual influences and cultural diversity among children from

different communities and backgrounds Finally methodological innovation is a key concern and research tools presented across chapters span the full array available to developmental scientists who focus on different systems and levels of analysis The thoroughness and depth of this book in addition to its methodological rigor make it an ideal handbook for researchers practitioners policy makers and advanced students across a range of disciplines including psychology education economics and public policy

The Emergence and Development of Scientific Thinking during the Early Years: Basic Processes and Supportive Contexts Ageliki Nicolopoulou, Amanda C. Brandone, Stella Vosniadou, Christopher

Osterhaus, 2021-03-29 **Research on Technology Use in Multicultural Settings** Tirupalavanam Ganesh, Anna W.

Boriack, Jacqueline R. Stillisano, Trina J. Davis, Hersch C. Waxman, 2014-10-01 This book is the third volume in the series on Research in Educational Diversity and Excellence The goal of this series is to bring issues of diversity and educational risk to the forefront of national attention in order to assist the nation's diverse students at risk of failure to achieve academic excellence This series focuses on critical issues in the education of linguistic and cultural minority students and those placed at risk by factors of race poverty and geographic location The purpose of the present book is to summarize and discuss recent perspectives research and practices related to the use of educational technology in multicultural settings Technology that is already ubiquitous in our daily lives brings a myriad of issues to the area of education Although educational systems should be geared to address challenges appropriately the systems should be designed and developed to provide opportunities to take advantage of technology use This book is noteworthy in that it presents a variety of theoretical and practical considerations for technology use in diverse multicultural contexts Consisting of 12 chapters the book proposes theoretical concerns for understanding technological learning environments today and envisions the potential impact of future technology use and b examines technology tools and models that have been used for interventions programs and projects and measures and documents specific outcomes and challenges involving complex interactions within low income and language minority families and students

Drawing for Science Education Phyllis Katz, 2017-03-23 This book argues for the essential use of drawing as a tool for science teaching and learning The authors are working in schools universities and continual science learning CSL settings around the world They have written of their experiences using a variety of prompts to encourage people to take pen to paper and draw their thinking sometimes direct observation and in other instances their memories The result is a collection of research and essays that offer theory techniques outcomes and models for the reader Young children have provided evidence of the perceptions that they have accumulated from families and the media before they reach classrooms Secondary students describe their ideas of chemistry and physics Teacher educators use drawings to consider the progress of their undergraduates understanding of science teaching and even their moral ethical responses to teaching about climate change Museum visitors have drawn their understanding of the physics of how exhibit sounds are transmitted A physician explains how the history of drawing has been a critical tool to medical education and doctor patient

communications Each chapter contains samples insights and where applicable analysis techniques The chapters in this book should be helpful to researchers and teachers alike across the teaching and learning continuum The sections are divided by the kinds of activities for which drawing has historically been used in science education An instance of observation Audubon Linnaeus A process how plants grow over time what happens when chemicals combine Conceptions of what science is and who does it Images of identity development in science teaching and learning

Learning Science in Informal Environments National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Board on Science Education, Committee on Learning Science in Informal Environments, 2009-05-27 Informal science is a burgeoning field that operates across a broad range of venues and envisages learning outcomes for individuals schools families and society The evidence base that describes informal science its promise and effects is informed by a range of disciplines and perspectives including field based research visitor studies and psychological and anthropological studies of learning Learning Science in Informal Environments draws together disparate literatures synthesizes the state of knowledge and articulates a common framework for the next generation of research on learning science in informal environments across a life span Contributors include recognized experts in a range of disciplines research and evaluation exhibit designers program developers and educators They also have experience in a range of settings museums after school programs science and technology centers media enterprises aquariums zoos state parks and botanical gardens Learning Science in Informal Environments is an invaluable guide for program and exhibit designers evaluators staff of science rich informal learning institutions and community based organizations scientists interested in educational outreach federal science agency education staff and K 12 science educators

Children's Learning From Educational Television Shalom M. Fisch, 2014-04-08 At its best educational television can provide children with enormous opportunities and can serve as a window to new experiences enrich academic knowledge enhance attitudes and motivation and nurture social skills This volume documents the impact of educational television in a variety of subject areas and proposes mechanisms to explain its effects Drawing from a wide variety of research spanning several disciplines author Shalom M Fisch analyzes the literature on the impact of educational resources He focuses on television programs designed for children rather than for adults although adult literature is included when it is particularly relevant In addition much of the discussion concerns the effects of unaided viewing by children rather than viewing in the context of adult led follow up activities The role of parent child co viewing and issues relevant to the use of television in school or child care also receives consideration This volume is intended to make the disparate literature on educational television's impact more accessible by bringing it together into a centralized resource To that end the volume draws together empirical data on the impact of educational television programs both academic and prosocial on children's knowledge skills attitudes and behavior In addition to its emphasis on positive effects this volume addresses a gap in the existing research literature regarding children's learning from exposure to educational television Acknowledging that little

theoretical work has been done to explain why or how these effects occur Fisch takes a step toward correcting this situation by proposing theoretical models to explore aspects of the mental processing that underlies children s learning from educational television With its unique perspective on children s educational television and comprehensive approach to studying the topic this volume is required reading for scholars researchers and students working in the area of children and television It offers crucial insights to scholars in developmental psychology family studies educational psychology and related areas *Handbook of the Psychology of Science* Gregory Feist, PhD, Gregory J. Feist, Michael E. Gorman, 2013 Print CourseSmart

Whispering the Techniques of Language: An Psychological Journey through **Learning In Science The Implications Of Childrens Science**

In a digitally-driven world where displays reign supreme and instant conversation drowns out the subtleties of language, the profound secrets and mental nuances concealed within phrases usually get unheard. Yet, situated within the pages of **Learning In Science The Implications Of Childrens Science** a fascinating fictional prize blinking with natural thoughts, lies an extraordinary quest waiting to be undertaken. Penned by an experienced wordsmith, this charming opus attracts visitors on an introspective trip, delicately unraveling the veiled truths and profound influence resonating within ab muscles material of every word. Within the mental depths with this emotional review, we can embark upon a sincere exploration of the book is core styles, dissect their interesting publishing type, and succumb to the powerful resonance it evokes serious within the recesses of readers hearts.

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