



# Explaining Science In The Classroom

**Jon Ogborn, Gunther Kress, Isabel  
Martins, Kieran McGillicuddy**



## **Explaining Science In The Classroom:**

**Explaining Science in the Classroom** Jon Ogborn, Gunther Kress, Isabel Martins, Kieran McGillicuddy, 1996-11-16 This is an impressive book. It is an example of that rare item: a book about complex scientific ideas expressed in clear, simple language built on real teacher-learner conversations. Starting in the classroom or the laboratory with the most common occurrence—a teacher offering an explanation—it proceeds by analysing the nature of specific explanations so that teachers can gain fuller insights into what is happening. Having teased out the processes of explanation, the authors then reconstruct them, showing how elaboration, transformation, and demonstration can enhance the understanding of the learner. Professor Peter Mortimore: How do science teachers explain science to students? What makes explanations work? Is explaining science just an art, or can it be described, taught, and learned? That is the question posed by this book. From extensive classroom observations, the authors give vivid descriptions of how teachers explain science to students and provide their account with a sound theoretical basis. Attention is given to the ways in which needs for explanation are generated, how the strange new entities of science, from genes to electrons, are created through talk and action, how knowledge is transformed to become explainable, and how demonstrations link explanation and reality. Different styles of explanation are illustrated, from the teller of tales to those who ask students to say it my way. *Explaining Science in the Classroom* is a new and exciting departure in science education. It brings together science educators and specialists in discourse and communication to reach a new synthesis of ideas. The book offers science teachers very practical help and insight. *Explaining Science in the Classroom*, 2001

**Explaining Science in the Classroom** Kieran McGillicuddy, 2010-02-26 *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. **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     Designing Everyday Assessment in the Science Classroom ,2005 This book describes how middle school science teachers in collaboration with a team of researchers tried to improve their everyday assessment practices to enhance student learning It discusses the challenges they faced the differences among the teachers and the personal nature of deep educational change A product of CAPITAL Classroom Assessment Project to Improve Teaching and Learning a research effort supported by the National Science Foundation this book Uses classroom stories to show how teachers can use a variety of formative assessment techniques to answer questions they have about their teaching Provides real life examples of teachers grappling with new practices at a personal level in their own settings and in light of their own values and beliefs Offers suggestions for designing professional development efforts that recognize the significant variation among teachers in how they go about changing their assessment practices Outlines principles and practices that must accompany change in the classroom if it is to be more than superficial     **Teaching Science for Understanding** Joel J. Mintzes,James H. Wandersee,Joseph D. Novak,2005-02-21 Teaching Science for Understanding     **What is Indigenous Knowledge?** Ladislaus M. Semali,Joe L. Kincheloe,2002-09-11 Ladislaus M Semali and Joe L Kincheloe s edited book What is Indigenous Knowledge Voices from the Academy not only exposes the fault lines of modernist grand narratives but also illuminates in a vivid and direct way what it means to come to subjectivity in the margins The international panel of contributors from both industrialized and developing countries led by Semali and Kincheloe injects a dramatic dynamic into the analysis of knowledge production and the rules of scholarship opening new avenues for discussion in education philosophy cultural studies as well as in other important fields     *The Nature of the Chemical Concept* Keith S Taber,2022-06-29 This book offers a step by step analysis and discussion of just why some students find chemistry difficult by examining the nature of chemistry concepts and how they are communicated and learnt     **Using Debate in the Classroom** Karyl Davis,M. Leslie Wade Zorwick,James Roland,Melissa Maxcy Wade,2016-06-03 Debate holds enormous potential to build 21st century skills such as critical thinking communication collaboration and conflict resolution in the K 12 classroom but teachers often struggle to implement and contextualize it effectively Using Debate in the Classroom draws on research from a variety of academic disciplines to explain the benefits of debate across subject areas and describes how teachers can use debate to enliven their curriculum and support the aims of the Common Core Topics include Introducing debate as a pedagogical practice to engage students improve school culture and disrupt the school to prison pipeline Using debate to teach critical literacy and improve students reading writing and speaking skills Implementing role playing techniques to strengthen information literacy and reasoning skills Building students empathy perspective taking skills and

cultural humility as they confront difficult social issues through debate Appendices provide a variety of tools to assist K 12 teachers in implementing debate in the classroom including ready made debate activities student handouts and a step by step guide to introducing students to debate in just one week     **A Guide to Educational Research** Peter

Gordon,2014-01-14 This account of development in educational research is intended as a guide to possible research areas both fundamental and policy related for students in colleges and higher education institutions and should also be of interest to those engaged in curriculum planning and administration     Teaching and Learning in Lower Secondary Schools in the Era of PISA and TIMSS Kirsti Klette,Ole K. Bergem,Astrid Roe,2015-08-03 This book explores teaching and learning in lower secondary classrooms in the three PISA domains science mathematics and reading Based on extensive video documentation from science math and reading classrooms in Norwegian secondary schooling it analyzes how offered and experienced teaching and learning opportunities in these three subject areas support students learning The in depth investigations of video documentation are combined with analysis of the Norwegian PISA results in order to understand how teaching and learning in science mathematics and reading can be improved Recent reviews indicate that instructional practice does make a difference to students learning and is more important than other factors including students socioeconomic background class size classroom climate and teachers experience and formal training This book opens the discussion on a European basis about contemporary challenges in teaching and learning in secondary schooling Norway as a test bed is particularly interesting due to its long tradition with national curricula and its unitary and non streamed structure Furthermore ideas of educational progressivism and students active ways of working such as individualized teaching adapted teaching inquiry based teaching etc have for a long time been actively promoted within Norwegian educational policies The book draws on analyses that combine expertise in psychometrics and video based micro genetic classroom studies with expertise in domain specific instruction math science and reading It feeds the conversation how issues of communication patterns are dealt with and made productive within different instructional formats and presents possibilities to compare and analyze instructional formats and discursive practices for students learning     *Nature of the Chemical Concept* Keith S Taber,2019-04-29 The features of chemistry that make it such a fascinating and engaging subject to teach also contribute to it being a challenging subject for many learners Chemistry draws upon a wide range of abstract concepts which are embedded in a large body of theoretical knowledge As a science chemistry offers ideas that are the products of scientists creative imaginations and yet which are motivated and constrained by observations of natural phenomena Chemistry is often discussed and taught largely in terms of non observable theoretical entities such as molecules and electrons and orbitals which probably seem as familiar and real to a chemistry teacher as Bunsen burners and yet comprise a realm as alien and strange to many students as some learners own alternative conceptions misconceptions may appear to the teacher All chemistry teachers know that chemistry is a conceptual subject especially at the upper end of secondary school and at university level and that some students

struggle to understand many chemical ideas This book offers a step by step analysis and discussion of just why some students find chemistry difficult by examining the nature of chemistry concepts and how they are communicated and learnt The book considers the idea of concepts itself draws upon case studies of how canonical chemical concepts have developed explores how chemical concepts become represented in curriculum and in classroom teaching and discusses how conceptual learning and development occurs This book will be invaluable to anyone interested in teaching and learning and offers guidance to teachers looking to make sense of and respond to the challenges of teaching chemistry

**Language and the Joint Creation of Knowledge** Neil Mercer, 2019-04-25 In the World Library of Educationalists series international experts themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field Language and the Joint Creation of Knowledge draws on the most prominent writing of Neil Mercer covering his ground breaking and critically acclaimed work on the role of talk in education and on the relationship between spoken language and cognition The text explores key themes relating theoretical ideas to research evidence and to practical educational situations that improve children s lives Offering students and researchers a clear accessible and up to date account of a sociocultural perspective on the relationship between spoken language and cognition it explains one of the key themes in Neil Mercer s work that humans have uniquely evolved the capacity to think together or interthink Offering a crucial insight into the work of Neil Mercer this selection showcases why his approach has become the dominant paradigm in educational research and why it is increasingly influential in the psychology of teaching and learning This unique collection of published articles and chapters which represent the key themes and range of his research over the last 40 years will be of interest to all followers of his work and any reader interested in the role of language in education

Public Understanding of Science ,1997 A Model for Communication about Biotechnology Bev France, 2006 This book incorporates two major themes into a model for communication about biotechnology The first is that of a communicating community defined as a relatively coherent social group engaging in communication within itself As biotechnologists do not constitute a unitary group this book refers to biotechnology communities Similarly the broad notion of the public is considered to be inadequate and the notion of distinct public communities is used The members of each community are considered to have a view of biotechnology made up of their understandings of the nature of science of biotechnology understandings of the key concepts and models used in biotechnology perceptions of the nature of risk and beliefs and attitudes about biotechnology The second major theme is that of search space This is the intersection in a virtual arena of the components of the views of two communities Where there are elements that are in common to the two communication in terms of them is possible Where there is no commonality the degrees of understanding reached must be used to construct a mutual understanding that may evolve into an agreement

*Designing Tasks in Secondary Education* Ian Thompson, 2014-09-19 Engaging students in learning about their subject is a central concern for all teachers and teacher educators How teachers view and use the pedagogic potential of different tasks to engage pupils with knowledge in different subjects is central to this endeavour *Designing Tasks in Secondary Education* explores models for effective task design helping you translate the curriculum into the tasks and activities that you ask your students to do in order to facilitate developmental or higher level understanding of curriculum content Written by experts in the field of education from a range of subjects and including a foreword written by renowned author Professor Walter Doyle this book spans an international context and offers a refreshing alternative of how to plan and design tasks that will not only intellectually stimulate but improve teaching quality Key topics explored include Designing tasks which engage learners with knowledge Policy perspectives on task design Designing cognitively demanding classroom tasks Task design issues in the secondary subjects *Designing Tasks in Secondary Education* offers essential insight into task design and its importance for enhancing subject understanding and student engagement It will challenge and support all education professionals concerned with issues of curriculum design subject knowledge classroom organisation agency in the learning process and teaching quality

**Enhancing Learning Opportunities Through Student, Scientist, and Teacher Partnerships** Farland-Smith, Donna, 2021-03-05 Student scientist teacher interactions provide students with several advantages They provide opportunities to interact with experts and professionals in the field give students a chance at meeting a role model that may impact students career choices and increase awareness of available career options combined with an understanding of how their skills and interests affect their career decisions Additionally it enhances attitudes and interest toward STEM professions for students and grants opportunities to connect with scientists as human beings and see them as real people replacing stereotypical perceptions of scientists Moreover there are many advantages for the teacher or informal educator when these partnerships are established For these reasons and more numerous studies are often conducted involving the partnerships of students scientists and teachers *Enhancing Learning Opportunities Through Student Scientist and Teacher Partnerships* organizes a collection of research on student scientist teacher partnerships and presents the models benefits implementation and learning outcomes of these interactions This book presents a variety of different scientist student teacher partnerships with research data to support different learning outcomes in settings like schools after school programs museums science centers zoos aquariums children s museums space centers nature centers and more This book is ideal for in service and preservice teachers administrators teacher educators practitioners stakeholders researchers academicians and students interested in research on beneficial student scientist teacher partnerships models in formal and informal settings

*Constructivist Education in an Age of Accountability* David W. Kritt, 2018-01-16 This book contrasts authentic approaches to education with classroom practices based primarily on standards external to the individuals who are supposed to learn While other books tend to promote either a desperate scramble for meeting standards or determined resistance to neoliberal

reforms this book fills that gap in ways that will inspire practitioners prospective teachers and teacher educators Mandates pay only lip service to constructivist and social constructivist principles while thwarting the value of both students and teachers actively creating understandings Authors in this book assert the central importance of a range of constructivist approaches to teaching learning and thinking inviting careful reflection on the goals and values of education Voicing Code in STEM Pratim Sengupta,Amanda Dickes,Amy Voss Farris,2021-03-09 An exploration of coding that investigates the interplay between computational abstractions and the fundamentally interpretive nature of human experience The importance of coding in K 12 classrooms has been taken up by both scholars and educators Voicing Code in STEM offers a new way to think about coding in the classroom one that goes beyond device level engagement to consider the interplay between computational abstractions and the fundamentally interpretive nature of human experience Building on Mikhail Bakhtin s notions of heterogeneity and heteroglossia the authors explain how STEM coding can be understood as voicing computational utterances rather than a technocentric framing of building computational artifacts Empirical chapters illustrate this theoretical stance by investigating different framings of coding as voicing



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