

SPRINGER INTERNATIONAL HANDBOOKS OF EDUCATION 2

Barry J. Fraser
Kenneth G. Tobin
Editors

International Handbook of Science Education

PART 1

 Springer

International Handbook Of Science Education

**Barry Fraser, Kenneth Tobin, Campbell
J. McRobbie**



International Handbook Of Science Education:

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.

International Handbook of Science Education B. Fraser, Kenneth Tobin, 2003-07-14 The field of science education has been developing for over half a century and has flourished especially during the previous few decades. It is timely and fitting now that the International Handbook of Science Education should be assembled to synthesise and reconceptualise past research and theorising in science education, provide practical implications for improving science education and suggest desirable ways to advance the field in the future. This Handbook provides a detailed and up to date overview of advanced international scholarship in science education. This two volume 72 chapter 1 200 page work is the largest and most comprehensive resource ever produced in science education for use by researchers, teacher educators, policy makers, advisers, teachers and graduate students. In structuring the Handbook we divided the field of science education into the following ten significant areas: Learning, Teaching, Educational Technology, Curriculum, Learning Environments, Teacher Education, Assessment and Evaluation, Equity, History and Philosophy of Science, Research Methods. To each section we appointed a section coordinator who is a leading international scholar in that particular area and who assisted us in identifying authors and topics for a section and in evaluating drafts of chapters and suggesting improvements.

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International Handbook of Science Education B. Fraser,Kenneth Tobin,1998-04-30 The field of science education has been developing for over half a century and has flourished especially during the previous few decades It is timely and fitting now that the International Handbook of Science Education should be assembled to synthesise and reconceptualise past research and theorising in science education provide practical implications for improving science education and suggest desirable ways to advance the field in the future This Handbook provides a detailed and up to date overview of advanced international scholarship in science education This two volume 72 chapter 1 200 page work is the largest and most comprehensive resource ever produced in science education for use by researchers teacher educators policy makers advisers teachers and graduate students In structuring the Handbook we divided the field of science education into the following ten significant areas Learning Teaching Educational Technology Curriculum Learning Environments Teacher Education Assessment and Evaluation Equity History and Philosophy of Science Research Methods To each section we appointed a section coordinator who is a leading international scholar in that particular area and who assisted us in identifying authors and topics for a section and in evaluating drafts of chapters and suggesting improvements **International Handbook of Research on Multicultural Science Education** Mary M. Atwater,2022-06-30 This handbook gathers in one volume the major research and scholarship related to multicultural science education that has developed since the field was named and established by Atwater in 1993 Culture is defined in this handbook as an integrated pattern of shared values beliefs languages worldviews behaviors artifacts knowledge and social and political relationships of a group of people in a particular

place or time that the people use to understand or make meaning of their world each other and other groups of people and to transmit these to succeeding generations The research studies include both different kinds of qualitative and quantitative studies The chapters in this volume reflect differing ideas about culture and its impact on science learning and teaching in different K 14 contexts and policy issues Research findings about groups that are underrepresented in STEM in the United States and in other countries related to language issues and indigenous knowledge are included in this volume

International Handbook of Research in History, Philosophy and Science Teaching Michael R.

Matthews, 2014-07-03 This inaugural handbook documents the distinctive research field that utilizes history and philosophy in investigation of theoretical curricular and pedagogical issues in the teaching of science and mathematics It is contributed to by 130 researchers from 30 countries it provides a logically structured fully referenced guide to the ways in which science and mathematics education is informed by the history and philosophy of these disciplines as well as by the philosophy of education more generally The first handbook to cover the field it lays down a much needed marker of progress to date and provides a platform for informed and coherent future analysis and research of the subject The publication comes at a time of heightened worldwide concern over the standard of science and mathematics education attended by fierce debate over how best to reform curricula and enliven student engagement in the subjects There is a growing recognition among educators and policy makers that the learning of science must dovetail with learning about science this handbook is uniquely positioned as a locus for the discussion The handbook features sections on pedagogical theoretical national and biographical research setting the literature of each tradition in its historical context It reminds readers at a crucial juncture that there has been a long and rich tradition of historical and philosophical engagements with science and mathematics teaching and that lessons can be learnt from these engagements for the resolution of current theoretical curricular and pedagogical questions that face teachers and administrators Science educators will be grateful for this unique encyclopaedic handbook Gerald Holton Physics Department Harvard University This handbook gathers the fruits of over thirty years research by a growing international and cosmopolitan community Fabio Bevilacqua Physics Department University of Pavia

The World of Science Education, 2010-01-01 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 Arab States and Sub Saharan Africa The focus of this Handbook is on science education in Asia and the scholarship that most closely supports this program The reviews of the research situate what has been accomplished within a given field in an Asian rather than an 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 face of problems and solutions within regional contexts The approach allows readers to review what has been done and accomplished what is missing and what might be done next

Science Education in International Contexts May M. H. Cheng, Winnie W. M. So, 2011-10-23 This book presents an international perspective on examining and putting into practice new innovations in science education The chapters are organized into three parts each of which addresses a key area in science education research Part I of this book Students conceptual understanding of science addresses issues related to the identification of students science concepts and the influence of everyday understandings on the construction of science concepts Part II Making science concepts plausible for students addresses the pedagogical concerns of teachers in making science ideas plausible and logical for their students Part III Science teacher learning reports on science teacher learning in Australia and Hong Kong The focus is on the interaction between research and implementation or how theory can be realized in classroom practice with contributions from both non Western and non English speaking contexts and Western and English speaking countries Taken together the papers have a common focus on the relationship or integration of theory and practice in science education They demonstrate a concern to address education reform directions putting into practice recommendations from science education research and improving the quality of science education The contributors of this book come from seven different areas around the world These contributions have been essential in making the discussions in this book multi perspective and relevant to an international audience thus allowing it to emerge to join the international discourse on improving science education The studies reported in this book provide insights for future research addressing science education reform directions students learning needs and different classroom contexts The discussions and the findings reported are relevant to science educators teachers student teachers graduate students in education curriculum developers and those responsible for education policy

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: A Global Perspective Ben Akpan, 2016-08-03 Science Education A Global Perspective is global both in content and authorship Its 17 chapters by an assemblage of seasoned and knowledgeable science educators from many parts of the world seek to bring to the fore current developments in science education and their implications The book thus covers a wide range of topics in science education from various national and international perspectives These include the nature of science science and religion evolution curriculum and pedagogy context based teaching and learning science and national development socially responsible science education equitable access for women and girls in science and technology education and the benefits of science education research It ends on an optimistic note by looking at science education in 50 years time with a

recommendation among others for stakeholders to take the responsibility of preparing children towards a blossoming science education sector in an anticipated future world This book is suitable for use by discerning researchers teachers undergraduate and postgraduate students in science education and policy makers at all levels of education Other educationalists and personnel in science and technology vocations will also find it interesting and useful as the reader motivated approach has guided the presentation of ideas Science Education A Global Perspective is a rich compendium of the components of science education in context practice and delivery Dr Bulent Cavas Professor of Science Education Dokuz Eylul University Buca Izmir Turkey President Elect International Council of Associations for Science Education ICASE This book will be of immense relevance for current and future global strides in training and research in science education Surinder K Ghai Chairman Sterling Publishers Pvt Ltd New Delhi India This book provides a refreshing insight into the current status and future direction of science education It will be very useful to researchers those pursuing undergraduate and post graduate courses in science education and all other personnel involved in the policy and practice of science education Dr Bennoit Sossou Director Country Representative UNESCO Regional Office in Abuja Nigeria

Constructing Worlds through Science Education John K. Gilbert, 2013-05-13 Internationally renowned and award winning author John Gilbert has spent the last thirty years researching thinking and writing about some of the central and enduring issues in science education He has contributed over twenty books and 400 articles to the field and is Editor in Chief of the International Journal of Science Education For the first time he brings together sixteen of his key writings in one volume This unique book highlights important shifts in emphasis in science education research the influence of important individuals and matters of national and international concern All this is interwoven in the following four themes explanation models and modeling in science education relating science education and technology education informal education in science and technology alternative conceptions and science education

Argumentation in Science Education Sibel Erduran, María Pilar Jiménez-Aleixandre, 2007-12-06 Educational researchers are bound to see this as a timely work It brings together the work of leading experts in argumentation in science education It presents research combining theoretical and empirical perspectives relevant for secondary science classrooms Since the 1990s argumentation studies have increased at a rapid pace from stray papers to a wealth of research exploring ever more sophisticated issues It is this fact that makes this volume so crucial

Science Education for Everyday Life Glen S. Aikenhead, 2006 This book provides a comprehensive overview of humanistic approaches to science Approaches that connect students to broader human concerns in their everyday life and culture Glen Aikenhead an expert in the field of culturally sensitive science education summarizes major worldwide historical findings focuses on present thinking and offers evidence in support of classroom practice This highly accessible text covers curriculum policy teaching materials teacher orientations teacher education student learning culture studies and future research

Contributions from Science Education Research Roser Pintó, Digna Couso, 2007-09-19 In August 2005 over 500

researchers from the field of science education met at the 5th European Science Education Research Association conference. Two of the main topics at this conference were the decrease in the number of students interested in school science and concern about the worldwide outcomes of studies on students' scientific literacy. This volume includes edited versions of 37 outstanding papers presented, including the lectures of the keynote speakers. *Leadership and Professional Development in Science Education* John Wallace, John Loughran, 2003-09-02. This book introduces science teachers and academics to new ways of conceptualising research into teacher learning. It provides invaluable insight into the role of science teachers as learners and thinkers of change processes. **History, Philosophy and Science Teaching: A Personal Story** Michael R. Matthews, 2021-06-02. This book is an historical narrative of academic appointments, significant personal and collaborative research endeavours, and important editorial and institutional engagements. For forty years, Michael Matthews has been a prominent international researcher, author, editor, and organiser in the field of History, Philosophy, and Science Teaching. He has systematically brought his own discipline training in science, psychology, philosophy of education, and the history and philosophy of science to bear upon theoretical, curricular, and pedagogical issues in science education. The book includes accounts of philosophers who greatly influenced his own thinking and who also were personal friends: Wallis Suchting, Abner Shimony, Robert Cohen, Marx Wartofsky, Israel Scheffler, Michael Martin, and Mario Bunge. It advocates the importance of clear writing and avoidance of faddism in both philosophy and in education. It concludes with a proposal for informed and enlightened science teacher education. Cognitive, Affective, Behavioral and Multidimensional Domain Research in STEM Education: Active Approaches and Methods towards Sustainable Development Goals (SDGs) Jin Su Jeong, David Gonzalez-Gomez, Jianpeng Guo, James Robbe Kraly, 2022-04-25.

The Enigmatic Realm of **International Handbook Of Science Education**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **International Handbook Of Science Education** a literary masterpiece penned by a renowned author, readers set about a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting affect the hearts and minds of people who partake in its reading experience.

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