

RETHINKING SCIENCE EDUCATION

**Philosophical
Perspectives**

by
Roland M. Schulz



**A VOLUME IN
SCIENCE & ENGINEERING EDUCATION SOURCES**

Rethinking Science Education Philosophical Perspectives Science Engineering Education Sources

Mark J. Lattery



Rethinking Science Education Philosophical Perspectives Science Engineering Education Sources:

Rethinking Science Education Roland M. Schulz, 2014-08-01 This book presents a philosophy of science education as a research field as well as its value for curriculum instruction and teacher pedagogy. It seeks to re-think science education as an educational endeavour by examining why past reform efforts have been only partially successful, including why the fundamental goal of achieving scientific literacy after several reform waves has proven to be so elusive. The identity of such a philosophy is first defined in relation to the fields of philosophy, philosophy of science, and philosophy of education. It argues that educational theory can support teachers' pedagogical content knowledge and that history, philosophy, and sociology of science should inform and influence pedagogy. Some case studies are provided which examine the nature of science and the nature of language to illustrate why and how a philosophy of science education contributes to science education reform. It seeks to contribute in general to the improvement of curriculum design and science teacher education. The perspective to be taken on board is that to teach science is to have a philosophical frame of mind about the subject, about education, about one's personal teacher identity.

Successful Science and Engineering Teaching Calvin S. Kalman, 2017-10-11 The intent of this book is to describe how a professor can provide a learning environment that assists students in coming to grips with the nature of science and engineering, to understand science and engineering concepts, and to solve problems in science and engineering courses. The book is based upon articles published in *Science Educational Research* and which are grounded in educational research, both quantitative and qualitative, performed by the author over many years.

Handbook of Research on Science Education Norman G. Lederman, Dana L. Zeidler, Judith S. Lederman, 2023-03-17 Volume III of this landmark synthesis of research offers a comprehensive state-of-the-art survey highlighting new and emerging research perspectives in science education. Building on the foundations set in Volumes I and II, Volume III provides a globally minded up-to-the-minute survey of the science education research community and represents the diversity of the field. Each chapter has been updated with new research and new content, and Volume III has been further developed to include new and expanded coverage on astronomy and space education, epistemic practices related to socioscientific issues, design-based research, interdisciplinary and STEM education, inclusive science education, and the global impact of nature of science and scientific inquiry literacy. As with the previous volumes, Volume III is organized around six themes: theory and methods of science education research, science learning, diversity and equity, science teaching, curriculum and assessment, and 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 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, scholars, and graduate students, and pointing towards future directions of the field. *Handbook of Research on Science Education Research Volume III*

offers an essential resource to all members of the science education community *Deep Learning in Introductory Physics*

Mark J. Lattery, 2016-10-01 *Deep Learning in Introductory Physics* Exploratory Studies of Model Based Reasoning is concerned with the broad question of how students learn physics in a model centered classroom The diverse creative and sometimes unexpected ways students construct models and deal with intellectual conflict provide valuable insights into student learning and cast a new vision for physics teaching This book is the first publication in several years to thoroughly address the coherence versus fragmentation debate in science education and the first to advance and explore the hypothesis that deep science learning is regressive and revolutionary *Deep Learning in Introductory Physics* also contributes to a growing literature on the use of history and philosophy of science to confront difficult theoretical and practical issues in science teaching and addresses current international concern over the state of science education and appropriate standards for science teaching and learning The book is divided into three parts Part I introduces the framework agenda and educational context of the book An initial study of student modeling raises a number of questions about the nature and goals of physics education Part II presents the results of four exploratory case studies These studies reproduce the results of Part I with a more diverse sample of students under new conditions a public debate peer discussions and group interviews and with new research prompts model building software bridging tasks and elicitation strategies Part III significantly advances the emergent themes of Parts I and II through historical analysis and a review of physics education research

ENDORSEMENTS

In *Deep Learning in Introductory Physics* Lattery describes his extremely innovative course in which students ideas about motion are elicited evaluated with peers and revised through experiment and discussion The reader can see the students deep engagement in constructive scientific modeling while students deal with counter intuitive ideas about motion that challenged Galileo in many of the same ways Lattery captures students engaging in scientific thinking skills and building difficult conceptual understandings at the same time This is the double outcome that many science educators have been searching for The case studies provide inspiring examples of innovative course design student sensemaking and reasoning and deep conceptual change John Clement University of Massachusetts Amherst Scientific Reasoning Research Institute

Deep Learning in Introductory Physics is an extraordinary book and an important intellectual achievement in many senses It offers new perspectives on science education that will be of interest to practitioners to education researchers as well as to philosophers and historians of science Lattery combines insights into model based thinking with instructive examples from the history of science such as Galileo s struggles with understanding accelerated motion to introduce new ways of teaching science The book is based on first hand experiences with innovative teaching methods reporting student s ideas and discussions about motion as an illustration of how modeling and model building can help understanding science Its lively descriptions of these experiences and its concise presentations of insights backed by a rich literature on education cognitive science and the history and philosophy of science make it a great read for everybody interested in how models shape thinking

processes Dr J rgen Renn Director Max Planck Institute for the History of Science **Science and Technology Education Promoting Wellbeing for Individuals, Societies and Environments** Larry Bencze, 2017-06-21 This edited volume provides theoretical and practical resources relating to the STEPWISE curricular and instructional framework STEPWISE is the acronym for Science Technology Education Promoting Wellbeing for Individuals Societies Environments It is a framework for organizing teaching and learning domains in ways that prioritize personal and social actions to address critical socioscientific issues that is controversial decisions by powerful individuals groups about science and technology and related fields that may adversely affect individuals societies and or environments The book contains chapters written by and or with teachers who have used STEPWISE to guide their instructional practices as well as chapters written by education scholars who have used a range of theoretical lenses to analyze and evaluate STEPWISE and in several cases described ways in which it relates to or could relate to their practices and or ways in which the framework might logically be amended Overall this book offers educators policy makers and others with resources useful for arranging science and technology education in ways that may assist societies in addressing significant potential personal social and or environmental problems such as dramatic climate change preventable human diseases species losses and social injustices associated with fields of science and technology **University Science and Mathematics Education in Transition** Ole Skovsmose, Paola Valero, Ole Ravn Christensen, 2008-11-19 More than ever our time is characterised by rapid changes in the organisation and the production of knowledge This movement is deeply rooted in the evolution of the scientific endeavour as well as in the transformation of the political economic and cultural organisation of society In other words the production of scientific knowledge is changing both with regard to the internal development of science and technology and with regard to the function and role science and technology fulfill in society This general social context in which universities and knowledge production are placed has been given different names the informational society the knowledge society the learning society the post industrial society the risk society or even the post modern society A common feature of different characterisations of this historic time is the fact that it is a period in construction Parts of the world not only of the First World but also chunks of the Developing World are involved in these transformations There is a movement from former social political and cultural forms of organisation which impact knowledge production into new forms These forms drive us into forms of organisation that are unknown and that for their very same complexity do not show a clear ending stage Somehow the utopias that guided the ideas of development and progress in the past are not present anymore and therefore the transitions in the knowledge society generate a new uncertain world We find ourselves and our universities to be in a transitional period in time In this context it is difficult to avoid considering seriously the challenges that such a complex and uncertain social configuration poses to scientific knowledge to universities and especially to education in mathematics and science It is clear that the transformation of knowledge outside universities has implied a change in the routes that research in mathematics science and technology has

taken in the last decades It is also clear that in different parts of the world these changes have happened at different points in time While universities in the New World the American Continent Africa Asia and Oceania have accommodated their operation to the challenges of the construction in the new world in many European countries universities with a longer existence and tradition have moved more slowly into this time of transformation and have been responding at a less rapid pace to environmental challenges The process of tuning universities together with their forms of knowledge production and their provision of education in science and mathematics with the demands of the informational society has been a complex process as complex as the general transformation undergoing in society Therefore an understanding of the current transitions in science and mathematics education has to consider different dimensions involved in such a change Traditionally educational studies in mathematics and science education have looked at changes in education from within the scientific disciplines and in the closed context of the classroom Although educational change in the very end is implemented in everyday teaching and learning situations other parallel dimensions influencing these situations cannot be forgotten An understanding of the actual potentialities and limitations of educational transformations are highly dependent on the network of educational cultural administrative and ideological views and practices that permeate and constitute science and mathematics education in universities today This book contributes to understanding some of the multiple aspects and dimensions of the transition of science and mathematics education in the current informational society Such an understanding is necessary for finding possibilities to improve science and mathematics education in universities all around the world Such a broad approach to the transitions happening in these fields has not been addressed yet by existing books in the market **Connecting Science Education with Cultural Heritage** Gultekin Cakmakci,Mehmet Fatih

Tasar,2025-06-04 This edited volume presents groundbreaking research in science education focusing on the intersection of science and cultural heritage Showcasing 23 high quality studies it draws from presentations at the 15th Biennial ESERA Conference held in Cappadocia T rkiye organized by Hacettepe University Gazi University and Nev ehir Hac Bekta Veli University Under the theme Connecting Science Education with Cultural Heritage the chapters offer fresh perspectives on advancing science education literature from diverse viewpoints With contributions spanning continents this book delivers an exceptional collection of international studies featuring original and rigorous methodologies Scholars and researchers in science education will find this compilation an invaluable resource making it a vital addition to academic libraries worldwide

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

Teaching and Learning about Science Derek Hodson, 2009-01-01 Findings generated by recent research in science education international debate on the guiding purposes of science education and the nature of scientific and technological literacy official and semi official reports on science education including recommendations from prestigious organizations such as AAAS and UNESCO and concerns expressed by scientists environmentalists and engineers about current science education provision and the continuing low levels of scientific attainment among the general population have led to some radical re thinking of the nature of the science curriculum There has been a marked shift of rhetorical emphasis in the direction of considerations of the nature of science model based reasoning inquiry based learning scientific argumentation and the use of language rich learning experiences reading writing talking to enhance concept acquisition and development These findings arguments and pronouncements seem to point very clearly in the direction of regarding science education as a study of scientific practice This book presents a comprehensive research based account of how such a vision could be assembled into a coherent curriculum and presented to students in ways that are meaningful motivating and successful The author takes what might be described as an anthropological approach in which scientists are studied as a socially economically and politically important community of people This group has its own distinctive language body of knowledge investigative methods history traditions norms and values each of which can be studied explicitly systematically and reflectively This particular approach was chosen for the powerful theoretical overview it provides and for its motivational value especially for students from sociocultural groups currently under served by science education and under represented in science The book which is both timely and important is written for teachers student teachers graduate students in education teacher educators curriculum developers and those responsible for educational policy It has the potential to impact very substantially on both pre service and inservice science teacher education programmes and to shift school science education practice strongly in the direction currently being advocated by prominent science educators

International Handbook of Engineering Education Research Aditya Johri, 2023-05-23 Winner of the 2024 American Educational Research Association AERA Division I Outstanding Research Publication Award This comprehensive handbook offers a broad overview of contemporary research on engineering education and its practical application Over the past two decades the field of engineering education research EER has become a vibrant and impactful community with new journals conferences and

doctoral and research programs established across the globe The increased interest in this area has helped improve the education and training of the next generation of engineers as well as supporting growth in the use of technology for teaching and learning increased attention to broadening participation diversity and inclusion in the field and a wide international expansion of the field Drawing on the work of 100 expert contributors from over 20 countries this volume covers both emergent and established areas of research within engineering education giving voice to newcomers to the field as well as perspectives from established experts Contents include Sociocognitive and affective perspectives on engineering education Technology and online learning in engineering education Cultural and ethical issues including diversity equity and inclusion in engineering education Curriculum design teaching practices and teacher education at all levels Research methods and assessment in engineering education This book offers an innovative and in depth overview of engineering education scholarship and practice which will be of use to researchers in engineering education engineering educators and faculty teacher educators in engineering education or STEM education and other engineering and STEM related professional organizations The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

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