

The Content of Science

*A Constructivist Approach to its
Teaching and Learning*



Edited by Peter Fensham,
Richard Gunstone, Richard White



Content Of Science A Constructive Approach To Its Teaching And Learning

**Peter J. Fensham, Richard F.
Gunstone, Richard T. White**



Content Of Science A Constructive Approach To Its Teaching And Learning:

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 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 g 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 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 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 *Elementary Science Methods: A Constructivist Approach* David Martin,2005-07-22 In this pioneering text Martin uses a constructivist approach to guide students in learning how to teach in a constructivist manner Grounded in the belief that it is more important for children to learn how to do science than it is for them to learn about science this text is predicated on the reality that teachers of elementary science do not need to know a great deal of science to be good science teachers but need to be co inquirers with their students To facilitate your students learning this text features a wealth of exercises for teacher candidates the book includes open ended inquiry activities that help them to construct their own personal conceptualizations about science content and teaching science in the elementary school and it contains over 170 process oriented open ended activities that teachers can use to encourage children to develop and perform their own investigations The Book Companion

CD ROM included with each new copy provides tools and resources such as additional activities and video which students can use both in their college course and later in elementary science classrooms All activities are linked to National Science Education Standards for content professional development assessment and teaching and the activities contain suggestions of appropriate children s literature Important Notice Media content referenced within the product description or the product text may not be available in the ebook version

Science Education as a Pathway to Teaching Language Literacy

,2010-01-01 In this era of mandated high stakes and standardized testing teachers and schools officials find themselves struggling to meet the demands for improved student achievement At the same time they are also expected to teach all subjects as required by national and state curriculum standards Because of these competing demands science is not even taught or taught less often in order to make more room for mathematics and language arts drill and practice and teaching to the test Anyone concerned with providing students with a well rounded education should ask whether these drastic measures even if they were to show improvement in achievement justify denying children access to the unique opportunities for intellectual growth and social awareness that the effective instruction of science provides Will these students have enough exposure to the science curriculum to prepare them to do well later in middle and high school How is this current situation going to help ameliorate the pervasive achievement gap in science and how is it going to motivate students to pursue science related careers The authors of this book believe that instead of sacrificing the science curriculum to make more time for drill and practice in mathematics and language arts what should be done is to connect current research on literacy and science instruction with effective pedagogy Therefore this volume provides fresh theoretical insights and practical applications for better understanding how science can be used as a pathway to teaching literacy and hence as a pathway to improving teachers practice and students learning

Elementary Science Methods: A Constructivist Approach

David Jerner Martin,2012-12-20 The text that pioneered a constructivist approach to elementary science teaching is based on two fundamental and complementary ideas that it s more important for children to learn how to do science than to learn about science and that elementary science teachers needing to know a great deal of science but rather should be co inquirers with their students ELEMENTARY SCIENCE METHODS A CONSTRUCTIVIST APPROACH Sixth Edition features a wealth of exercises including open ended inquiry activities that help teacher candidates construct their own conceptualizations about science content and teaching methods More than 170 process oriented open ended activities organized by grade level can be used to encourage children to develop and perform their own investigations All activities and much of the text content are clearly linked to National Science Education Standards NSES for content professional development assessment and teaching Also included are suggestions for appropriate children s literature to encourage interdisciplinary learning The book s website Education CourseMate provides valuable tools and resources such as additional activities and video clips that students can use both in their college course and later in elementary science classrooms Important Notice Media content referenced

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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 face 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 next

Elementary Science Methods David Jerner Martin, 2003 This text's unique approach guides students in learning by doing Geared to teachers of preschool through sixth grade students it represents the cutting edge of elementary science teaching with investigations into contemporary topics Access to InfoTrac College Edition will enhance student understanding

Elementary Science Methods Andrew Martin, David Jerner Martin, 2002-07 This popular text is the first science methods book to truly practice what it preaches using a constructivist approach to guide students in learning how to teach in a constructivist manner The text includes a wealth of open ended inquiry activities such as Constructing Your Ideas for students to complete in class These activities help students to construct their own personal conceptualizations about teaching science in the elementary school This text also features over 170 process oriented activities for children including Constructing Science in the Classroom and In the Schools each keyed to grade levels and each open ended so teachers can encourage children to develop and perform their own investigations All activities are linked to National Science Education Standards for appropriate content professional development assessment and teaching and the activities contain suggestions of appropriate accompanying children's literature Martin's text takes the approach that it is more important for children to learn how to do science than it is for them to learn about science Children learn how to do science by mastering the scientific processes and applying them in inquiries into scientific questions Employing the constructivist approach teachers help children form personally constructed meanings from their own experience and thought The text is predicated on the reality that teachers of elementary science do not need to know a great deal of science to be good science teachers but need to be co inquirers with their students

Resources in Education, 1996-05

The Young Child as Scientist Christine Chaillé, Lory Britain, 1997 Young children how they experience the world interact with each other pose questions and problems and construct knowledge form the basis for this insightful examination of early childhood science education Authors Chaille and Britain explore the teacher's role in understanding and

facilitating preschool and primary school children's scientific explorations Using three traditional content areas of science chemistry physics and biology and translating them into developmentally appropriate practices The Young Child as Scientist leaves behind rigid views of science education Both teachers and students of early childhood education are led to reconceptualize science in ways that have implications for their whole classroom Without being a cookbook approach to curriculum planning or a purely theoretical approach the text weaves practical examples and theory together to present constructivism as it can be implemented in real preschool and elementary classrooms

Research and the Quality of Science Education Kerst Boersma, Martin Goedhart, Onno de Jong, Harrie Eijkelhof, 2006-02-23 In August 2003 over 400 researchers in the field of science education from all over the world met at the 4th ESERA conference in Noordwijkerhout The Netherlands During the conference 300 papers about actual issues in the field such as the learning of scientific concepts and skills scientific literacy informal science learning science teacher education modeling in science education were presented The book contains 40 of the most outstanding papers presented during the conference These papers reflect the quality and variety of the conference and represent the state of the art in the field of research in science education

International Handbook of Science Education B. Fraser, Kenneth Tobin, 2003-06-30 The International Handbook of Science Education is a two volume edition consisting of 77 chapters arranged into 10 sections pertaining to the most significant issues in science education Current research and thinking and associated implications for practice are presented for learning teaching learning environments teacher education curriculum educational technology research methods assessments and evaluation equity and history and philosophy of science Each section contains a lead chapter that provides an overview and synthesis of the field and 5-8 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 from international leaders in the field The Handbook is the most authoritative resource yet produced in science education

Proceedings of the Blended Learning in Science, Teaching and Learning Symposium, 2005 Presents proceedings of the annual Uniserve Conference The papers contained in this book includes topics as teaching science online tutorial benefits of online assignments blended learning and other related issues in relation to teaching science at a university level

Using Constructivism in Teaching AP Chemistry Avideh Lotfi, 2004

A Knowledge Base for Teacher Education and Development Yin Cheong Cheng, 2002 **The Education Digest**, 1994

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Table of Contents Content Of Science A Constructive Approach To Its Teaching And Learning

1. Understanding the eBook Content Of Science A Constructive Approach To Its Teaching And Learning
 - The Rise of Digital Reading Content Of Science A Constructive Approach To Its Teaching And Learning
 - Advantages of eBooks Over Traditional Books
2. Identifying Content Of Science A Constructive Approach To Its Teaching And Learning
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Content Of Science A Constructive Approach To Its Teaching And Learning
 - User-Friendly Interface
4. Exploring eBook Recommendations from Content Of Science A Constructive Approach To Its Teaching And Learning
 - Personalized Recommendations
 - Content Of Science A Constructive Approach To Its Teaching And Learning User Reviews and Ratings

- Content Of Science A Constructive Approach To Its Teaching And Learning and Bestseller Lists
- 5. Accessing Content Of Science A Constructive Approach To Its Teaching And Learning Free and Paid eBooks
 - Content Of Science A Constructive Approach To Its Teaching And Learning Public Domain eBooks
 - Content Of Science A Constructive Approach To Its Teaching And Learning eBook Subscription Services
 - Content Of Science A Constructive Approach To Its Teaching And Learning Budget-Friendly Options
- 6. Navigating Content Of Science A Constructive Approach To Its Teaching And Learning eBook Formats
 - ePub, PDF, MOBI, and More
 - Content Of Science A Constructive Approach To Its Teaching And Learning Compatibility with Devices
 - Content Of Science A Constructive Approach To Its Teaching And Learning Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Content Of Science A Constructive Approach To Its Teaching And Learning
 - Highlighting and Note-Taking Content Of Science A Constructive Approach To Its Teaching And Learning
 - Interactive Elements Content Of Science A Constructive Approach To Its Teaching And Learning
- 8. Staying Engaged with Content Of Science A Constructive Approach To Its Teaching And Learning
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Content Of Science A Constructive Approach To Its Teaching And Learning
- 9. Balancing eBooks and Physical Books Content Of Science A Constructive Approach To Its Teaching And Learning
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Content Of Science A Constructive Approach To Its Teaching And Learning
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Content Of Science A Constructive Approach To Its Teaching And Learning
 - Setting Reading Goals Content Of Science A Constructive Approach To Its Teaching And Learning
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Content Of Science A Constructive Approach To Its Teaching And Learning
 - Fact-Checking eBook Content of Content Of Science A Constructive Approach To Its Teaching And Learning
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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