

# **Dilemmas of Science Teaching**

Perspectives on problems of practice

*Edited by*  
John Wallace and  
William Louden



# Dilemmas Of Science Teaching Perspectives On Problems Of Practice

**Sye Foong Yee**



## **Dilemmas Of Science Teaching Perspectives On Problems Of Practice:**

*Dilemmas of Science Teaching* John Wallace, William Loudon, 2002 This text combines theory practice and personal perspectives through the use of case studies and commentaries by senior scholars in the field of science education

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**EBOOK: Analysing Exemplary Science Teaching** Steve Alsop, Larry Bencze, Erminia Pedretti, 2004-12-16 I read lots of books in which science education researchers tell science teachers how to teach This book refreshingly is written the other way round We read a number of accounts by outstanding science and technology teachers of how they use new approaches to teaching to motivate their students and maximise their learning These accounts are then followed by some excellent analyses from leading academics I learnt a lot from reading this book Professor Michael Reiss Institute of Education University of London Provides an important new twist on one of the enduring problems of case based learning This is a book that deserves careful reading and re reading threading back and forwards from the immediate and practical images of excellence in the teachers cases to the comprehensive and scholarly analyses in the researchers thematic chapters Professor William Loudon Edith Cowan University Australia Through a celebration of teaching and research this book explores exemplary practice in science education and fuses educational theory and classroom practice in unique ways Analysing Exemplary Science Teaching brings together twelve academics ten innovative teachers and three exceptional students in a conversation about teaching and learning Teachers and students describe some of their most noteworthy classroom practice whilst scholars of international standing use educational theory to discuss define and analyse the documented classroom practice Classroom experiences are directly linked with theory by a series of annotated comments This distinctive web like structure enables the reader to actively move between practice and theory reading about classroom innovation and then theorizing about the basis and potential of this teaching approach Providing an international perspective the special lessons described and analysed are drawn from middle and secondary schools in the UK Canada and Australia This book is an invaluable resource for preservice and inservice teacher education as well as for graduate studies It is of interest to a broad spectrum of individuals including training teachers teachers researchers administrators and curriculum coordinators in science and technology education

**Contemporary Issues in African Sciences and Science Education** Akwasi Asabere-Ameyaw, George J. Sefa Dei, Kolawole Raheem, 2012-09-05 In this careful articulation of science the editors provide an intellectual marriage of Indigenous science and science education in the African context as a way of revising schooling and education They define science broadly to include both the science of the natural physical biological and the science of the social It is noted that the current policy direction of African education continues to be a subject of intense intellectual discussion Science education is very much at the heart of much current debates about reforming African schooling Among the ways to counter vision contemporary African education this book points to how we promote Indigenous science education to improve upon African science and

technology development in general The book also notes a long standing push to re examine local cultural resource knowings in order to appreciate and understand the nature content and context of Indigenous knowledge science as a starting foundation for promoting African science and technology studies in general It is argued that these interests and concerns are not mutually exclusive of each other but as a matter of fact interwoven and interdependent The breadth of coverage of the collection reflect papers in science Indigeneity identity and knowledge production and the possibilities of creating a truly African centred education It is argued that such extensive coverage will engage and excite readers on the path of what has been termed African educational recovery While the book is careful in avoiding stale debates about the Eurocentricity of Western scientific knowledge and the positing of Eurocentric science as the only science worthy of engagement it nonetheless caution against constructing a binary between Indigenous local science and knowledges and Western scientific knowledge After all Western scientific knowledge is itself a form of local knowledge born out of a particular social and historical context Engaging science in a more global context will bring to the fore critical questions of how we create spaces for the study of Indigenous science knowledge in our schools How is Indigenous science to be read understood and theorized And how do educators gather collect and interpret Indigenous science knowledges for the purposes of teaching young learners These are critical questions for contemporary African education

**A Phenomenological Inquiry into Science Teachers' Case Method Learning** Sye Foong Yee, 2018-10-04 This book illustrates a practical application of the Case Method as a teaching technique in teacher education and examines how learning takes place in a teacher professional development activity It also describes teachers lived experience of the activity based on Clark Moustakas 1994 guidelines for organizing and presenting a phenomenological study

**Dilemmas of Science Teaching** John Wallace, William Loudon, 2005-06-29 This book explores sixteen contemporary issues in science education by examining the practical dilemmas these issues provoke for teachers It is a unique book which presents student teachers with personal and professional insights into a whole range of science topics including the laws of science teaching ethics laboratories and culture gender and ethnicity Each chapter takes as its focus one of the sixteen issues and begins with a case study of a science lesson written by a practising teacher This is followed by a short reflective piece by the same teacher on how the lesson went and how opportunities for teaching and learning could be improved This reflection is followed by commentaries from some of the world s leading science educators on what they felt were the strengths and weaknesses of the lesson The extensive use of teacher written case studies and commentaries will make this book suitable for the pre service courses where case methods are typically used to provide a context for learning the craft of teaching The addition of commentaries from distinguished scholars makes the book relevant for postgraduate courses in science education and as a reference volume for teacher researchers

*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

Leadership and Professional Development in Science Education John Wallace, John Loughran, 2003-09-02 Leadership and Professional Development in Science Education provides invaluable insight into the role of science teachers as learners and thinkers of change processes The fourteen chapters by an eminent international team of science educators explain and explore the relationship between professional development teacher leadership and teacher learning Research based practical and theoretical exemplars reflect state of the art science teacher leadership in a broad range of international contexts The book is divided into three parts reflecting a multi layered approach to teacher learning Personal initiatives in teacher learning focusing on individual teachers Collegial initiatives in teacher learning focusing on groups of teachers Systemic initiatives for teacher learning focusing on system wide issues Student teachers and practising teachers will find the text highly valuable as they consider and review the challenges of teaching practice and ways of working with colleagues while school leaders and policymakers will benefit from the book s insight into system wide issues of professional development

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

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>

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