

Deborah Corrigan
Justin Dillon
Richard Gunstone *Editors*

The Professional Knowledge Base of Science Teaching

 Springer

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Ramona Palos, Delia Virga



The Professional Knowledge Base Of Science Teaching:

The Professional Knowledge Base of Science Teaching Deborah Corrigan, Justin Dillon, Richard Gunstone, 2011-03-01 Over the past twenty years much has been written about the knowledge bases thought necessary to teach science Shulman has outlined seven knowledge domains needed for teaching and others such as Tamir have proposed somewhat similar domains of knowledge specifically for science teachers Aspects of this knowledge have changed because of shifts in curriculum thinking and the current trends in science education have seen a sharp increase in the significance of the knowledge bases The development of a standards based approach to the quality of science teaching has become common in the Western world and phrases such as evidence based practice have been tossed around in the attempt to measure such quality The Professional Knowledge Base of Science Teaching explores the knowledge bases considered necessary for science teaching It brings together a number of researchers who have worked with science teachers and they address what constitutes evidence of high quality science teaching on what basis such evidence can be judged and how such evidence reflects the knowledge basis of the modern day professional science teacher This is the second book produced from the Monash University King s College London International Centre for the Study of Science and Mathematics Curriculum The first book presented a big picture of what science education might be like if values once again become central while this book explores what classroom practices may look like based on such a big picture

Learning Science Teaching: Developing A Professional Knowledge Base Bishop, Keith, Denley, Paul, 2007-11-01 The book argues that highly accomplished science teachers are also continually learning science teachers It stresses the importance of learning through others by participation in communities of science practitioners as well as individual learning through classroom research

The Professional Knowledge Base of Science Teaching Deborah Corrigan, Justin Dillon, Richard Gunstone, 2011-03-11 Over the past twenty years much has been written about the knowledge bases thought necessary to teach science Shulman has outlined seven knowledge domains needed for teaching and others such as Tamir have proposed somewhat similar domains of knowledge specifically for science teachers Aspects of this knowledge have changed because of shifts in curriculum thinking and the current trends in science education have seen a sharp increase in the significance of the knowledge bases The development of a standards based approach to the quality of science teaching has become common in the Western world and phrases such as evidence based practice have been tossed around in the attempt to measure such quality The Professional Knowledge Base of Science Teaching explores the knowledge bases considered necessary for science teaching It brings together a number of researchers who have worked with science teachers and they address what constitutes evidence of high quality science teaching on what basis such evidence can be judged and how such evidence reflects the knowledge basis of the modern day professional science teacher This is the second book produced from the Monash University King s College London International Centre for the Study of Science and Mathematics Curriculum The first book presented a big picture of what

science education might be like if values once again become central while this book explores what classroom practices may look like based on such a big picture **The Professional Knowledge Base of Science Teaching** Deborah

Corrigan, Justin Dillon, Richard Gunstone, 2011-03-06 Over the past twenty years much has been written about the knowledge bases thought necessary to teach science Shulman has outlined seven knowledge domains needed for teaching and others such as Tamir have proposed somewhat similar domains of knowledge specifically for science teachers Aspects of this knowledge have changed because of shifts in curriculum thinking and the current trends in science education have seen a sharp increase in the significance of the knowledge bases The development of a standards based approach to the quality of science teaching has become common in the Western world and phrases such as evidence based practice have been tossed around in the attempt to measure such quality The Professional Knowledge Base of Science Teaching explores the knowledge bases considered necessary for science teaching It brings together a number of researchers who have worked with science teachers and they address what constitutes evidence of high quality science teaching on what basis such evidence can be judged and how such evidence reflects the knowledge basis of the modern day professional science teacher This is the second book produced from the Monash University King s College London International Centre for the Study of Science and Mathematics Curriculum The first book presented a big picture of what science education might be like if values once again become central while this book explores what classroom practices may look like based on such a big picture *Learning Science Teaching* Keith Bishop, Paul Denley, 2007-11-01 Bishop and Denley in *Learning Science Teaching* have focused as much on good pedagogy as on the peculiarities of science teaching It is for this reason that their book will be of value not only to trainees in education but also to a range of professionals working in schools Higher Education and in particular to those responsible for planning and delivering CPD It is far more than a test for trainee teachers Science Teacher Education Any science teacher looking for ways to improve their teaching will find this book helpful there is perceptive discussion of almost everything that can happen in a science classroom and related work outside it Physics Education What do you need to know to be a successful science teacher How do you develop or acquire that knowledge If you are just embarking on your learning journey as a science teacher or are involved in supporting beginning and early career teachers on their way then this book is written for you The authors show how the route to success involves the development of a personal yet distinctive and complex set of inter related professional knowledge bases Throughout the book the classroom practice of a group of highly accomplished science teachers is analysed to reveal the knowledge bases that they have acquired which the reader can then reflect upon In addition students provide penetrating insights into the kinds of science teaching that engages them The book argues that highly accomplished science teachers are also continually learning science teachers It stresses the importance of learning through others by participation in communities of science practitioners as well as individual learning through classroom research Whether you are a beginning teacher or a more experienced teacher looking to support

beginning and early career teachers this book offers a rich source of experiences ideas and insights to support you on your journey to becoming a successful science teacher

EBOOK: Learning Science Teaching: Developing A Professional Knowledge Base Keith Bishop,Paul Denley,2007-11-16 Bishop and Denley in Learning Science Teaching have focused as much on good pedagogy as on the peculiarities of science teaching It is for this reason that their book will be of value not only to trainees in education but also to a range of professionals working in schools Higher Education and in particular to those responsible for planning and delivering CPD It is far more than a text for trainee teachers Science Teacher Education Any science teacher looking for ways to improve their teaching will find this book helpful there is perceptive discussion of almost everything that can happen in a science classroom and related work outside it Physics Education What do you need to know to be a successful science teacher How do you develop or acquire that knowledge If you are just embarking on your learning journey as a science teacher or are involved in supporting beginning and early career teachers on their way then this book is written for you The authors show how the route to success involves the development of a personal yet distinctive and complex set of inter related professional knowledge bases Throughout the book the classroom practice of a group of highly accomplished science teachers is analysed to reveal the knowledge bases that they have acquired which the reader can then reflect upon In addition students provide penetrating insights into the kinds of science teaching that engages them The book argues that highly accomplished science teachers are also continually learning science teachers It stresses the importance of learning through others by participation in communities of science practitioners as well as individual learning through classroom research Whether you are a beginning teacher or a more experienced teacher looking to support beginning and early career teachers this book offers a rich source of experiences ideas and insights to support you on your journey to becoming a successful science teacher

Understanding Science Teachers' Professional Knowledge Growth Michel Grangeat,2015-12-09 Science education has to be improved in order to become more responsive to the needs of society confronted with a rapidly changing world Bringing science teaching up to a higher level is a key factor in this endeavour The authors of this book think about teachers as part of the immediate and large communities and systems in which they function They consider the development of teachers professional knowledge as a continuous process that depends on the communities they are committed to and participate in the discipline they are teaching the social context in which they perform the instruments made available in their environment and their day to day classroom experience From this perspective each teacher learns in an individual way but cannot learn without relying on their colleagues and other partners Such professional knowledge is partly tacit and explicit and thus possessed by teachers experts and researchers Coordinating activity theory and models of pedagogical content knowledge PCK the book provides a better understanding of the growth of science teacher professional knowledge The chapters are organised around shared perspectives and themes and based on research findings The emerging model can inform pre service teacher educators researchers and students The book results

from exchanges and symposia during international conferences ECER ESERA and from a two day seminar held at Universit Grenoble Alpes in March 2015 **Repositioning Pedagogical Content Knowledge in Teachers' Knowledge for**

Teaching Science Anne Hume, Rebecca Cooper, Andreas Borowski, 2019-01-28 This book enhances readers understanding of science teachers professional knowledge and illustrates how the Pedagogical Content Knowledge research agenda can make a difference in teachers practices and how students learn science Importantly it offers an updated international perspective on the evolving nature of Pedagogical Content Knowledge and how it is shaping research and teacher education agendas for science teaching The first few chapters background and introduce a new model known as the Refined Consensus Model RCM of Pedagogical Content Knowledge PCK in science education and clarify and demonstrate its use in research and teacher education and practice Subsequent chapters show how this new consensus model of PCK in science education is strongly connected with empirical data of varying nature contains a tailored language to describe the nature of PCK in science education and can be used as a framework for illuminating past studies and informing the design of future PCK studies in science education By presenting and discussing the RCM of PCK within a variety of science education contexts the book makes the model significantly more applicable to teachers work Resources in Education , 1996-06 **Effective**

Learning in Science Keith Bishop, Paul Denley, 1997-01-01 This work looks at planning for effective learning within science and offers suggestions on how effective learning can be supported in the classroom It encourages discussion about the aims and purposes in teaching science and the role of subject knowledge in effective teaching 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 Education in the 21st Century Amanda Berry, Cathy Bunting, Deborah Corrigan, Richard Gunstone, Alister Jones, 2022-01-31 This book explores a range of issues central to STEM and 21st Century education It explores research into the relationships between creativity critical thinking and STEM Education from both a theoretical and practical perspective It examines matters associated with three main concerns First is the ways some research and development that is labelled STEM appears to be essentially one of the specific individual components S T E or M with a new label rather than something going across and or beyond these more traditional components The second at times intertwining concern is the common ways in which school curriculum continues to hold separate disciplines as its core The third concern is that while cross curriculum goals are increasingly common in this century particularly for creativity and critical thinking it is also common that the goals remain only vaguely linked with the more usual components of the whole curriculum This book reflects on all three of these important concerns and the integrated whole that can result from them Monash University King s College London and Waikato University have now generated six edited books on successive related research issues of significance to contemporary science education Each of these books has been substantially shaped by a writing workshop involving all authors in intensive discussion about drafts of their contributions a process of great worth in its own right as well as for enhancing the value of the final volume and then each author reworking the contribution in the light of the discussions The seventh will extend beyond science education and explore a range of issues central to STEM and 21st Century education Teacher Education in the 21st Century Oon-Seng Tan, Woon-Chia Liu, Ee-Ling Low, 2017-02-09 This book examines the evolution and innovation of teacher education in Singapore in the 21st century It covers teacher education reforms in the conceptualising and implementing of the Teacher Education for the 21st Century TE21 Model and discusses curriculum improvements that are aligned to new competencies values development that re envision teacher professionalism and calling pedagogical changes that emphasise self directed inquiry and technology enabled learning strengthened theory practice linkages and enhanced teaching practices through school partnerships and mentoring and impactful education research in areas such as assessment and developing teaching competencies practices and mentoring Teacher education in Singapore focuses on developing professional leaders in the field of education who are proactive problem solvers and empowered researchers It entails a long term vision of education and an innovative approach to develop teachers with design skills and an inquiring mindset to understand learners in the fast changing digital and mobile world This book is aimed at scholars researchers policymakers teacher educators and teachers as well as anyone interested in learning the philosophy behind Singapore s unique TE21 Model for the 21st century and beyond **Social Work Education in Europe** Marion Laging, Nino Žganec, 2021-05-07 This contributed volume provides an in depth overview of

current social and socio political transformations in Europe and their effects on social work and its educational structures It elucidates these transformations and structures at the individual level of ten different countries and goes on to elaborate a European perspective in this field Readers gain insight into the variety in social work and its educational structures in Europe and at the same time readers receive starting points for the exchange of ideas collaboration and further development in the individual countries and in Europe The introduction outlines the current developments and challenges facing social work education in Europe contextualizing the topics to be covered in the volume Each chapter offers an individual country profile of social work including an analysis of typical examples of different traditions of educational models for social work that collectively provide insight into an overall European model of education for social work The countries selected represent all parts of Europe Finland Latvia Germany United Kingdom The Netherlands France Italy Croatia Romania Cyprus European Social Work Education Traditions and Transformations is an essential resource an up to date and differentiated inventory of social work education in Europe from a horizontal and vertical perspective which describes fields of work and approaches that prepare students to practice social work examines the degree of academization of the discipline and investigates its structures and conditions Social workers and social work educators researchers and practitioners will find this an engaging and useful text

How social and personal resources support teaching and learning effectiveness Ramona Palos, Delia Virga, 2023-03-02

Scientific Inquiry and Nature of Science Lawrence Flick, N.G. Lederman, 2007-10-23 This book synthesizes the most current literature and research on scientific inquiry and nature of science in K 12 instruction It is unique in its presentation of the distinctions and overlaps of inquiry and nature of science as instructional outcomes The text would be appropriate for individuals preparing to become science teachers as well as experienced teachers Researchers and teachers will find the text interesting as it carefully explores the subtleties and challenges of designing curriculum and instruction for integrating inquiry and nature of science

Digital Tools and Solutions for Inquiry-Based STEM Learning Levin, Ilya, Tsybulsky, Dina, 2017-03-31 In the digital age the integration of technology has become a ubiquitous aspect of modern society These advancements have significantly enhanced the field of education allowing students to receive a better learning experience Digital Tools and Solutions for Inquiry Based STEM Learning is a comprehensive source of scholarly material on the transformation of science education classrooms through the application of technology Including numerous perspectives on topics such as instructional design social media and scientific argumentation this book is ideally designed for educators graduate students professionals academics and practitioners interested in the latest developments in the field of STEM education

Conference proceedings. New perspectives in science education Pixel, 2014

Knowledge, Expertise and the Professions Michael Young, Johan Muller, 2014-04-24 It has long been recognised that specialised knowledge is at the core of what distinguishes professions from other occupations The privileged status of professions in most countries however together with their claims to autonomy and access to specialised knowledge is being increasingly challenged both

by market pressures and by new instruments of accountability and regulation Established and emerging professions are increasingly seen as either the solution or as sources of conservatism and resistance to change in western economies and recent developments in professional education draw on a competence model which emphasises what newly qualified members of a profession can do rather than what they know This book applies the disciplines of the sociology of knowledge and epistemology to the question of professional knowledge What is this knowledge It goes beyond traditional debates between knowing how and knowing that and theory and practice The chapters cover a wide range of issues from discussions of the threats to the knowledge base of established professions including engineers and architects to the fraught situations faced by occupations whose fragile knowledge base and professional status is increasingly challenged by new forms of control While recognising that graduates seeking employment as members of a profession need to show their capabilities the book argues for reversing the trend that blurs or collapses the skill knowledge distinction If professions are to have a future then specialised knowledge is going to be more important than ever before Knowledge Expertise and the Professions will be key reading for students researchers and academics in the fields of professional expertise further education higher education the sociology of education and the sociology of the professions

Science Teachers' Learning National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Teacher Advisory Council, Board on Science Education, Committee on Strengthening Science Education through a Teacher Learning Continuum, 2016-01-15

Currently many states are adopting the Next Generation Science Standards NGSS or are revising their own state standards in ways that reflect the NGSS For students and schools the implementation of any science standards rests with teachers For those teachers an evolving understanding about how best to teach science represents a significant transition in the way science is currently taught in most classrooms and it will require most science teachers to change how they teach That change will require learning opportunities for teachers that reinforce and expand their knowledge of the major ideas and concepts in science their familiarity with a range of instructional strategies and the skills to implement those strategies in the classroom Providing these kinds of learning opportunities in turn will require profound changes to current approaches to supporting teachers learning across their careers from their initial training to continuing professional development A teacher's capability to improve students scientific understanding is heavily influenced by the school and district in which they work the community in which the school is located and the larger professional communities to which they belong *Science Teachers Learning* provides guidance for schools and districts on how best to support teachers learning and how to implement successful programs for professional development This report makes actionable recommendations for science teachers learning that take a broad view of what is known about science education how and when teachers learn and education policies that directly and indirectly shape what teachers are able to learn and teach The challenge of developing the expertise teachers need to implement the NGSS presents an opportunity to rethink professional

learning for science teachers Science Teachers Learning will be a valuable resource for classrooms departments schools districts and professional organizations as they move to new ways to teach science

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