Constructivism in Science Education

A Philosophical Examination

Edited by Michael R. Matthews

Constructivism In Science Education A Philosophical Examination

Fabio Bevilacqua, Enrico Giannetto, Michael Matthews

Constructivism In Science Education A Philosophical Examination:

Constructivism in Science Education Michael Matthews, 2012-12-06 Constructivism is one of the most influential theories in contemporary education and learning theory It has had great influence in science education The papers in this collection represent arguably the most sustained examination of the theoretical and philosophical foundations of constructivism yet published Topics covered include orthodox epistemology and the philosophical traditions of constructivism the relationship of epistemology to learning theory the connection between philosophy and pedagogy in constructivist practice the difference between radical and social constructivism and an appraisal of their epistemology the strengths and weaknesses of the Strong Programme in the sociology of science and implications for science education The book contains an extensive bibliography Contributors include philosophers of science philosophers of education science educators and cognitive scientists. The book is noteworthy for bringing this diverse range of disciplines together in the examination of a central educational topic Constructivism in Science Education Michael R. Matthews, 2013-03-26 Constructivism is one of the most influential theories in contemporary education and learning theory It has had great influence in science education The papers in this collection represent arguably the most sustained examination of the theoretical and philosophical foundations of constructivism yet published Topics covered include orthodox epistemology and the philosophical traditions of constructivism the relationship of epistemology to learning theory the connection between philosophy and pedagogy in constructivist practice the difference between radical and social constructivism and an appraisal of their epistemology the strengths and weaknesses of the Strong Programme in the sociology of science and implications for science education The book contains an extensive bibliography Contributors include philosophers of science philosophers of education science educators and cognitive scientists. The book is noteworthy for bringing this diverse range of disciplines together in the examination of a central educational topic Science Teaching Michael R. Matthews, 2014-09-19 Science Teaching explains how history and philosophy of science contributes to the resolution of persistent theoretical curricular and pedagogical issues in science education It shows why it is essential for science teachers to know and appreciate the history and philosophy of the subject they teach and how this knowledge can enrich science instruction and enthuse students in the subject Through its historical perspective the book reveals to students teachers and researchers the foundations of scientific knowledge and its connection to philosophy metaphysics mathematics and broader social influences including the European Enlightenment and develops detailed arguments about constructivism worldviews and science multicultural science education inquiry teaching values and teacher education Fully updated and expanded the 20th Anniversary Edition of this classic text featuring four new chapters The Enlightenment Tradition Joseph Priestley and Photosynthesis Science Worldviews and Education and Nature of Science Research and 1 300 references provides a solid foundation for teaching and learning in the field Science Education and Culture Fabio Bevilacqua, Enrico Giannetto, Michael Matthews, 2012-12-06

This anthology contains selected papers from the Science as Culture conference held at Lake Como and Pavia University Italy 15 19 September 1999 The conference attended by about 220 individuals from thirty countries was a joint venture of the International History Philosophy and Science Teaching Group its fifth conference and the History of Physics and Physics Teaching Division of the European Physical Society its eighth conference The magnificient Villa Olmo on the lakeshore provided a memorable location for the presentors of the 160 papers and the audience that discussed them The conference was part of local celebrations of the bicentenary of Alessandro Volta's creation of the battery in 1799 Volta was born in Como in 1745 and for forty years from 1778 he was professor of experimental physics at Pavia University The conference was fortunate to have had the generous financial support of the Italian government's Volta Bicentenary Fund Lombardy region Pavia University Italian Research Council and Kluwer Academic Publishers The papers included here have or will be published in the journal Science Education the inaugural volume 1992 of which was a landmark in the history of science education publication because it was the first journal in the field devoted to contributions from historical philosophical and sociological scholarship Clearly these foundational disciplines inform numerous theoretical curricular and pedagogical debates in science education Contemporary Concerns The reseach promoted by the International and European Groups and by the journal is central to science education programmes in most areas of the world **International Encyclopedia of Education**, 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequalled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files Philosophy, Science, Education and Culture Robert Nola, Gürol

Irzik,2006-02-22 Currents such as epistemological and social constructivism postmodernism and certain forms of multiculturalism that had become fashionable within science education circles in the last decades lost sight of critical inquiry as the core aim of education In this book we develop an account of education that places critical inquiry at the core of education in general and science education in particular Since science constitutes the paradigm example of critical inquiry we explain the nature of science paying particular attention to scientific methodology and scientific modeling and at the same time showing their relevance in the science classroom We defend a universalist rationalist and objectivist account of science against epistemological and social constructivist views postmodernist approaches and epistemic multiculturalist accounts

Time for Science Education Michael Matthews, 2012-12-06 The book s argument depends as do most proposals in education upon cer tain positions in the philosophy of education I believe that education should be primarily concerned with developing understanding with initiation into worth while traditions of intellectual achievement and with developing capacities for clear analytic and critical thought These have been the long accepted goals of liberal education In a liberal education students should come to know and appre ciate a variety of disciplines know them at an appropriate depth see the interconnectedness of the disciplines or the modes of thought and finally have some critical disposition toward what is being learned to be genuinely open minded about intellectual things These liberal goals are contrasted with goals such as professional training job preparation promotion of self esteem social engineering entertainment or countless other putative purposes of schooling that are enunciated by politicians administrators and educators The book s argument might be consistent with other views of education especially ones about the training of specialists sometimes called a professional view of education but the argument fits best with a liberal view of education The liberal hope has always been that if education is done well then other per sonal and social goods will follow The development of informed critical and moral capacities is the cornerstone for personal and social achievements Handbook of Research on Science Education Sandra K. Abell, Ken Appleton, Deborah Hanuscin, 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 Kant's Philosophy James Scott Johnston, 2013-04-25

James Scott Johnston's incisive study draws on a holistic reading of Kant one that views him as developing and testing a complete system theoretical practical historical and anthropological with education as a vital component As such the book begins with an extensive overview of Kant's chief theoretical work the Critique of Pure Reason and from that overview distils crucial discussions the role of practical reason the claims of the third antinomy for his moral theory An extended discussion of Kant's moral and political theories and the place of pedagogy in it follow with attention to all of Kant's important moral works as well as his chief religious work Religion within the Bounds of Mere Reason A discussion of culture and character follows chiefly through a discussion of Kant's Critique of the Power of Judgment and Anthropology from a Pragmatic Standpoint together with certain lectures and published essays on history and politics Finally an extensive discussion of Kant s published works on education together with only recently published letters and announcements in English is provided This culminates in Johnston's estimation of what a Kantian education systematically conceived might look like an education that is attentive to theoretical moral cultural historical and pedagogic domains of Kant's thinking The Pendulum Michael Matthews, Colin F. Gauld, Arthur Stinner, 2006-01-19 The pendulum is a universal topic in primary and secondary schools but its full potential for learning about physics the nature of science and the relationships between science mathematics technology society and culture is seldom realised Contributions to this 32 chapter anthology deal with the science history methodology and pedagogy of pendulum motion There is ample material for the richer and more cross disciplinary treatment of the pendulum from elementary school to high school and through to advanced university classes Scientists will value the studies on the physics of the pendulum historians will appreciate the detailed treatment of Galileo Huygens Newton and Foucault's pendulum investigations psychologists and educators will learn from the papers on Piaget teachers will welcome the many contributions to pendulum pedagogy All readers will come away with a new awareness of the importance of the pendulum in the foundation and development of modern science and for its centrality in so many facets of society and culture

International Perspectives on Science Education for the Gifted Keith Taber, Manabu Sumida, 2016-04-28 In the spirit of encouraging international dialogue between researchers and practitioners often working within isolated traditions this book discusses perspectives on science education for the gifted informed by up to date research findings from a number of related fields The book reviews philosophy culture and programmes in science education for the gifted in diverse national contexts and includes scholarly reviews of significant perspectives and up to date research methods and findings The book is written in a straightforward style for students studying international perspective modules on undergraduate but especially masters and doctoral degrees in Science Education and Gifted Education Gifted education has come to be regarded as a key national programme in many countries and gifted education in science disciplines is now of major importance to economic and technological development Despite these national initiatives and developments there are very few discussions on gifted education in science from international perspectives This will be a valued addition to the scholarship in this emergent field

The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education Sabine Hoidn, Manja Klemenčič, 2020-07-28 The movement away from teacher centered toward student centered learning and teaching SCLT in higher education has intensified in recent decades Yet in spite of its widespread use in literature and policy documents SCLT remains somewhat poorly defined under researched and often misinterpreted Against this backdrop The Routledge International Handbook of Student Centered Learning and Teaching in Higher Education offers an original comprehensive and up to date overview of the fundamentals of SCLT and its discussion and applications in policy and practice Bringing together 71 scholars from around the world the volume offers a most comprehensive and up to date overview of the fundamentals of SCLT and its applications in policy and practice provides beacons of good practice that display how instructional expertise manifests itself in the quality of classroom learning and teaching and in the institutional environment and critically discusses challenges new directions and developments in pedagogy course and study program design classroom practice assessment and institutional policy An essential resource this book uniquely offers researchers educators and students in higher education new insights into the roots latest thinking practices and evidence surrounding SCLT in higher education 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 Australiasia 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 fa ade 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 Educational Policy Borrowing in China Charlene Tan, 2016-02-22 For over a decade Mainland China has been next embarking on an ambitious nation wide education reform New Curriculum Reform for its basic education The reform reflects China's propensity to borrow selected educational policies from elsewhere particularly North America and Europe Chinese scholars have used a local proverb the West wind has overpowered the East wind to describe this phenomenon of looking West But what do we mean by educational policy borrowing from the West What are the educational policies in China's new curriculum reform that are perceived to be borrowed from the West To what extent have the borrowed educational policies in China s new curriculum reform been accepted modified and rejected by the various educational stakeholders How does culture influence the various educational stakeholders in China in interpreting and mediating educational policy borrowing

from the West How do the findings of this study on China's education reform inform and add to the existing theories on and approaches to on cross cultural educational policy borrowing This book answers the above questions by critically discussing China's policy borrowing from the West through its current reform for primary and secondary education It presents the latest in depth research findings from a three year empirical study 2013 2015 with school principals teachers students and other educational stakeholders across China This study offers new insights into China's educational policy borrowing from the West and international implications on cross cultural educational transfer for academics policymakers and educators

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

Multiplatform E-Learning Systems and Technologies: Mobile Devices for Ubiquitous ICT-Based Education
Goh, Tiong Thye,2009-07-31 This book addresses technical challenges design frameworks and development experiences that
integrate multiple mobile devices into a single multiplatform e learning systems Provided by publisher Learning in
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findings in the light of current science education and is thematically organised to illuminate continuous and emerging themes and trends including learning pedagogy assessment Maori and science education curriculum development as teacher development and research methodology Learning in Science will be a valuable resource for science teachers science teacher educators science education researchers curriculum developers and policy makers Reconsidering Science Learning Eileen Scanlon, 2004 This informative book looks at science learning in a wide range of contexts It is divided into three parts Part one deals with the arguments put forward for studying science and includes a discussion on what science learners need to know about the nature of science and how decisions about what forms science curricula are made Part two includes articles on the processes by which science is learned and part three deals with inclusivity and diversity in science learning and what widening participation means for science education This is a companion book to Mediating Science Learning through ICT also published by RoutledgeFalmer Reconsidering Science Learning will be of particular interest to teachers on masters courses in science education and academics with an interest in science education The Past, Present, and Future of Integrated History and Philosophy of Science Emily Herring, Kevin Matthew Jones, Konstantin S. Kiprijanov, Laura M Sellers, 2019-05-14 Integrated History and Philosophy of Science iHPS is commonly understood as the study of science from a combined historical and philosophical perspective Yet since its gradual formation as a research field the question of how to suitably integrate both perspectives remains open This volume presents cutting edge research from junior iHPS scholars and in doing so provides a snapshot of current developments within the field explores the connection between iHPS and other academic disciplines and demonstrates some of the topics that are attracting the attention of scholars who will help define the future of iHPS

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