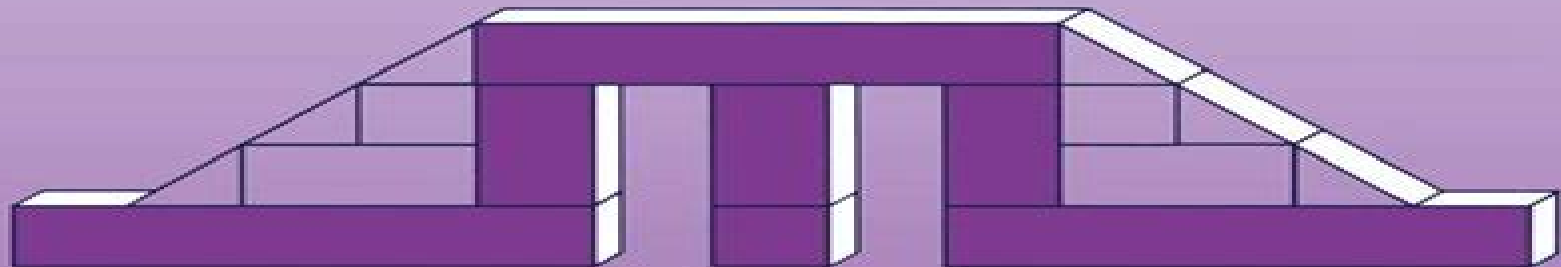


Gender, Science and Mathematics

Shortening the Shadow

**Lesley H. Parker
Léonie J. Rennie
Barry J. Fraser
(Editors)**



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Gender, Science and Mathematics L. H. Parker, L. Rennie, B. Fraser, 2012-12-06 Throughout the Western world the relationship between gender science and mathematics has emerged as critical in a variety of contexts In tertiary institutions the study of gender issues frequently with reference to science and mathematics is of central significance to many disciplines Gender studies are being offered as separate courses or parts of existing courses in preservice and postgraduate teacher education women's studies technology studies and policy studies In addition in the broader context of education at all levels from primary elementary through to higher concerned policy makers and practitioners frequently focus on the interaction of gender science and mathematics in their attempts to reform and improve education for all students In all of these contexts there is an urgent need for suitable texts both to provide resources for teachers and students and to inform policy makers and practitioners This book has been developed specifically to meet this need It is designed to be used throughout the world in a variety of tertiary courses and by policy makers concerned with activities which interface with the gender science mathematics relationship It provides examples which illustrate vividly the rich field from which practitioners and policy makers in this area now can draw Its particular appeal will stem from its practical approach and creative future perspective the international renown of the authors and the generalisability of the recent research and thinking presented in each of the chapters

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Critical Graphicacy Wolff-Michael Roth, Lilian Pozzer-Ardenghi, Jae Young Han, 2005-07-05 This book explores reading and interpretation practices related to visual materials here referred to as inscriptions that accompany texts Guiding questions include What practices are required for reading inscriptions and Do

textbooks allow students to develop graphicacy skill required to critically read scientific texts The book reveals what it takes to interpret read and understand visual materials and what it takes to engage inscriptions in a critical way **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 **Socio-Cultural Perspectives on Science Education** W.W. Cobern,2012-12-06 Global science education is a reality at the end of the 20th century albeit an uneven reality because of tremendous technological and economic pressures Unfortunately this reality is rarely examined in the light of what interests the everyday lives of ordinary people rather than the lives of political and economic elites The purpose of this book is to offer insightful and thought provoking commentary on both realities The tacit question throughout the book is Whose interests are being served by current science education practices and policies The various chapters offer critical analysis from the perspectives of culture economics epistemology equity gender language and religion in an effort to promote a reflective science education that takes place within rather than taking over the important cultural lives of people The target audience for the book includes graduate students in education science education and education policy professors policy and government officials involved with education **Formative Assessment and Science Education** Beverley Bell,B. Cowie,2001 Formative Assessment and Science Education documents the findings of a research project which investigated the ways in which teachers and students used formative assessment to improve the teaching and learning of science in some New Zealand classrooms The research documented in this book used the definition of formative assessment as the process used by teachers and students to recognise and respond to students learning in order to enhance that learning during the learning The book contains one detailed case study from the research as well as cameos of instances of formative assessment The book also contains two summaries of the research findings a model developed to describe the process of formative assessment used by the teachers and students involved in the research and a summary of the characteristics of formative assessment The findings are also theorised with respect to sociocultural and discursive views of learning This research will be of interest to graduate students and researchers as well as teacher educators curriculum developers and assessment specialists *Teaching about Technology* Marc J. de Vries,2005-08-17 This book provides an introduction to the philosophy of technology that is accessible to non philosophers It offers a survey of the current state of affairs in the philosophy of

technology and also discusses the relevance of that for teaching about technology The book includes questions and assignments and offers an extensive annotated bibliography for those who want to read more about the discipline

Science Communication in Theory and Practice S.M. Stockmayer, M.M. Gore, C.R. Bryant, 2012-12-06 Hereafter you will find a first a comprehensive textbook on the communication of science in theory and practice Is there a need for such a textbook Obviously yes Whether you are a scientist a science journalist a science teacher a science museum specialist a scientific website designer a science historian a science entertainer a member of a scientific society or club a science tinkerer there is always a chance that you will be enthusiastic about the job of communicating science but uncertain about whether you do it well This book exposes you to the practices of others by reviewing science communication case studies or by inviting you to plunge into the underlying rationale of theoretical approaches to science communication These are different opportunities for comparing your experience with the practices or reflections of others The conversation can even be established and furthered with the authors of some of these case studies or of the theories presented in this book by using their website and possibly their email addresses This book like a composite gathers contributions from experts from most of the above mentioned fields A lot of practices are discussed and they are among the very best practices according to common professional wisdom in the field Those practices are also reflected upon in an attempt to be somewhat theoretical

Assessment Reform in Science Benny B.H.W Yung, 2006-01-09 The conclusions and recommendations made in the book are derived from a study of ten teachers in Hong Kong as they tried to change their practice following a reform of the Hong Kong assessment system Hong Kong is simply a context that provided the opportunity to gather very rich and informative data on issues pertaining to assessment reforms which also have very wide implications in many countries contexts The book is written for practising teachers teachers in training teacher educators policy makers and researchers who are interested in teachers classroom practices teacher beliefs teacher professionalism implementation of educational reforms in general and high stakes assessment reforms in particular The structure of the book is organized in a manner that rapidly presents the case stories of the teachers to the readers These stories can be helpful to all teachers whether in training or experienced in a number of ways 1 as a set of ideas to be debated upon and to act as a springboard for reflection on the purposes of assessment in education and on the role of teachers in these purposes 2 as examples of practice that can be compared to the readers own existing practices and 3 as a source of models of practice to apply and test in readers own classrooms These case stories are followed by a discussion of a number of issues that arise from this group of teachers beliefs and practices To cater for research oriented readers the relevant literature theoretical underpinnings and the intriguing research methodology that led to the case stories will appear as appendices

Weaving Narrative Nets to Capture Classrooms D. Geelan, 2007-02-14 This book seeks to find an appropriate balance between thoughtful consideration of issues related to qualitative research in education methods stances and standards and practical how to advice for beginning researchers It

includes *School Stories* a compelling 56 page and research based novel of classroom life reflecting on a year in the life of a group of teachers and students It is of interest to graduate students and faculty in educational research Models of Science Teacher Preparation D.R. Lavoie,W.M. Roth,2005-12-29 This unique edited book is a must for science educators who desire to improve upon traditional methods for science teaching and learning It provides background theoretical research based frameworks guidelines and concrete examples for the implementation and assessment of innovative models of science learning teaching and professional preparation Science Teacher Education Sandra K. Abell,2005-12-16 Analysis of past developments in teacher education in Pakistan has shown that substantial progress has been made in this field It has however been pointed out that education of science teachers still needs much improvement At the present there is an emergent need to meet the shortage of qualified science teachers and at the same time to bring qualitative improvements in the courses offered in teacher education institutions First we recommend that the 1 year duration of teacher preparation is grossly inadequate for all teaching courses and should be lengthened and the qualifications for entrance be increased We believe that teaching must be made a graduate profession For example the basic qualification of primary school teachers for admission to teacher education institution should be increased We recommend that PTC should be made a 12 2 year program Similarly CT 12 3 B Ed 14 2 B S Ed 12 4 M A Ed 14 3 and M Ed one year after B Ed or B S Ed Secondly we think the quality of instruction in teacher preparation programs should be improved Most teachers in the teacher preparation institutions use the lecture method most of the time Prospective teachers behave like passive listeners to their teachers They do not participate in the teaching learning process Some instructors even dictate their notes to the preservice teachers When the teachers join schools they behave the same way **Scientific Inquiry and Nature of Science** Lawrence Flick,N.G. Lederman,2004 This book synthesizes current literature and research on scientific inquiry and the nature of science in K 12 instruction Its presentation of the distinctions and overlaps of inquiry and nature of science as instructional outcomes are unique in contemporary literature 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 The Neurological Basis of Learning, Development and Discovery Anton E. Lawson,2003-04-30 This book is for practicing science and math educators and researchers interested in developing a sound theoretical and empirical basis for curriculum development and instruction grounded in what is know about how the brain works and develops Researching Design Learning Richard Kimbell,Kay Stables,2007-09-23 Design and Technology evolved in the school curriculum from the mid 1960s By the 1980s it had become mainstream for the British government to fund research exploring what learners could do when challenged with design the teacher the environment the task the learners themselves Researching such questions their concerns have integrated the conceptual the practical and the pedagogic Becoming an Urban Physics and Math Teacher Beth A. Wassell,Ian Stith,2007-06-13 This book explores what happens as beginning urban teachers transition through their

first few years in the classroom It captures one teacher's journey through the first three years of teaching science and mathematics in a large urban district in the US Combining narrative with critical analysis the authors focus on Ian's agency as a beginning teacher and explore his success in working with diverse students Chemical Education: Towards Research-based Practice J.K. Gilbert, Onno de Jong, Rosária Justi, David F. Treagust, Jan H. van Driel, 2003-01-31 Chemical education is essential to everybody because it deals with ideas that play major roles in personal social and economic decisions This text covers the relation between chemistry and chemical education and teaching and learning about chemical compounds and chemical change **Examining Pedagogical Content Knowledge** Julie Gess-Newsome, Norman G. Lederman, 2006-04-11 Since its emergence over two decades ago the construct of pedagogical content knowledge PCK has significantly impacted preservice and inservice teacher education educational policy and educational research PCK has served to refocus educators' attention on the important role of subject matter in educational practice and away from the more generic approach to teacher education that dominated the field prior to 1975 This ambitious text is the first of its kind to summarize the theory research and practice related to pedagogical content knowledge The audience is provided with a functional understanding of the basic tenets of the construct as well as its applications to research on science teacher education and the development of science teacher education programs The authors are prominent educators representing a variety of subject matter areas and K-12 grade levels Although the focus of the text is science education it should provide valuable reading for any individuals with interests in professional teacher education **Teaching and Learning in the Science Laboratory** Dimitris Psillos, H. Niedderer, 2006-05-05 Scope of the book There is an on going debate regarding the role of labwork in science education which dates back several decades and which illustrates the conviction and interest of teachers researchers and policy makers world wide in the value of laboratory work for understanding science This is evident in more recent books and studies regarding the laboratory which mainly refer to countries with a considerable tradition in practical work in science education Woolnough Alsop 1985 Hodson 1993 Hegarthy Hazel 1990 Wellington 2000 Yet in discussing research studies on labwork several authors express their concern about its effectiveness in facilitating students' understanding of various aspects of scientific inquiry They point out a comprehensive reconceptualisation of the aims of labwork and as a consequence of investigating what the students actually learn in different contexts Lazarowitz Tamir 1994 Tobin Tippins 1993 Lunetta 1998 It has also been argued that the relationship between instructional activities and student learning in labwork needs more attention than it has been given in science education research Leach Paulsen 1999 It appears that the case for research based labwork emerges in several quarters in science education particularly among researchers This book presents and discusses a variety of laboratory practices and their effectiveness The studies take into account recent theoretical developments and empirical results concerning students' understanding of scientific inquiry A whole chapter is devoted to technological advances offering new learning opportunities for the students and teaching facilities for

the teacher *Higher Order Thinking in Science Classrooms: Students' Learning and Teachers' Professional Development*
Anat Zohar, 2004-01-31 How can educators bridge the gap between big ideas about teaching students to think and educational practice This book addresses this question by a unique combination of theory field experience and elaborate educational research Its basic idea is to look at science instruction with regard to two sets of explicit goals one set refers to teaching science concepts and the second set refers to teaching higher order thinking This book tells about how thinking can be taught not only in the rare and unique conditions that are so typical of affluent experimental educational projects but also in the less privileged but much more common conditions of educational practice that most schools have to endure It provides empirical evidence showing that students from all academic levels actually improve their thinking and their scientific knowledge following the thinking curricula and discusses specific means for teaching higher order thinking to students with low academic achievements The second part of the book addresses issues that pertain to teachers professional development and to their knowledge and beliefs regarding the teaching of higher order thinking This book is intended for a very large audience researchers including graduate students curricular designers practicing and pre service teachers college students teacher educators and those interested in educational reform Although the book is primarily about the development of thinking in science classrooms most of its chapters may be of interest to educators from all disciplines

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