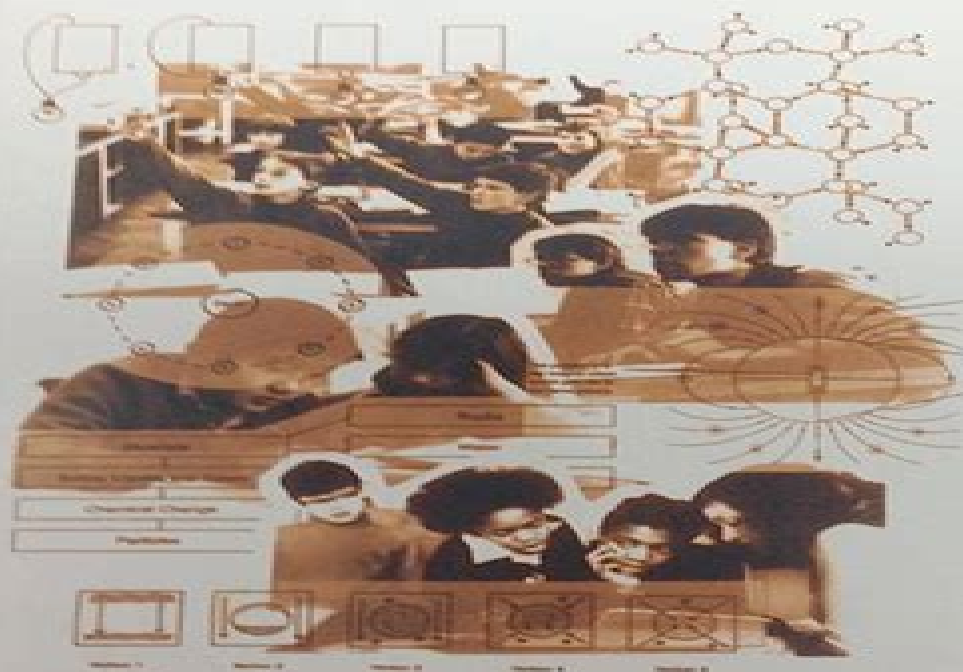


making sense of secondary science

research into children's ideas



*Rosalind Driver,
Ann Squires,
Peter Rushworth
and
Valerie
Wood-Robinson*

Making Sense Of Secondary Science

G Thomas



Making Sense Of Secondary Science:

Making Sense of Secondary Science Rosalind Driver,1994 When children begin secondary school they already have knowledge and ideas about many aspects of the natural world from their experiences both in primary classes and outside school These ideas contribute to subsequent learning and research has shown that teaching is unlikely to be effective unless it takes learners perspectives into account Page 4 of cover

Making Sense of Secondary Science ,1994 **Making Sense of Secondary Science** Rosalind Driver,1994 **Making Sense of Secondary Science** Rosalind Driver,Ann Squires,Peter Rushworth,Valerie Wood-Robinson,2014-09-19 What ideas do children hold about the natural world How do these ideas affect their learning of science Young learners bring to the classroom knowledge and ideas about many aspects of the natural world constructed from their experiences of education and from outside school These ideas contribute to subsequent learning and research has shown that teaching of science is unlikely to be effective unless it takes learners perspectives into account Making Sense of Secondary Science provides a concise accessible summary of international research into learners ideas about science presenting evidence based insight into the conceptions that learners hold before and even despite teaching With expert summaries from across the science domains it covers research findings from life and living processes materials and their properties and physical processes This classic text is essential reading for all trainee secondary elementary and primary school science teachers as well as those researching the science curriculum and science methods who want to deepen their understanding of how learners think and to use these insights to inform teaching strategies It also provides a baseline for researchers wishing to investigate contemporary influences on children s ideas and to study the persistence of these conceptions Both components of Making Sense of Secondary Science this book and the accompanying teacher s resource file Making Sense of Secondary Science Support materials for teachers were developed as a result of a collaborative project between Leeds City Council Department of Education and the Children s Learning in Science Research Group at the University of Leeds UK

Making Sense of Secondary Science ,1994 Making Sense of Secondary Science ,1994 Making Sense of Secondary Science Rosalind Driver,1994 When children begin secondary school they already have knowledge and ideas about many aspects of the natural world which influence their ability to learn new concepts This file of support materials is designed especially for teachers of the early years in secondary school to show how these ideas can be used to help children to make sense of their experiences in science lessons The materials are divided into 24 sections or domains structured around three themes life and living processes materials and their properties and physical processes Each domain includes a science map Identifying key concepts and the links between them learning guides Giving practical and specific advice on the challenges children face in understanding these concepts what do they need to know first What activities will help them to learn What are the likely pitfalls All the learning guides are cross referenced to National Curriculum Programmes of Study and Statements of Attainment the teacher s view a confidence building guide to

the scientific issues inherent in the domain Particularly useful in those areas of the subject in which the teacher feels less at home A separate paperback Making Sense of Secondary Science Research into Children s Ideas comes with the file and is also available on its own This provides a summary of NEXtArch on children s prior knowledge in each domain and a detailed bibliography for those who want to explore certain aspects further Making Sense of Secondary Science Rosalind Driver, Peter Rushworth, Ann Squires, Valerie Wood-Robinson, 2004-03-10 When children begin secondary school they already have knowledge and ideas about many aspects of the natural world from their experiences both in primary classes and outside school This collection of support materials is designed especially for teachers of the early years in secondary school to give guidance both on the ideas which children are likely to bring with them and also on using these ideas to help pupils to make sense of their experiences in science lessons The materials are in 24 sections structured around three themes life and living processes materials and their properties and physical processes Included in each section is a science map identifying key science ideas and also a set of learning guides which give detailed advice on helping children to develop these ideas Written in collaboration with teachers field tested in schools and suitable for use with any published science scheme these materials will be an essential resource for all science teachers who are planning teaching schemes and developing science lessons within the National Curriculum A separate paperback Making Sense of Secondary Science Research into Children s Ideas comes with the file and is also available separately This provides a summary of research in the area and a detailed bibliography for those who want to pursue certain aspects further Making Sense of Secondary Science, 1994 *Making Sense of Secondary Science* James Driver, 2013-01-11 What ideas do children hold about the natural world How do these ideas affect their learning of science When children begin secondary school they already have knowledge and ideas about many aspects of the natural world from their experiences both in primary classes and outside school These ideas contribute to subsequent learning and research has shown that teaching is unlikely to be effective unless it takes learners perspectives into account Making Sense of Secondary Science Research into Children s Ideas provides a concise accessible summary of the research that has been done internationally in this area The research findings are arranged in three main sections life and living processes materials and their properties and physical processes Much of this material has hitherto been difficult to access and its publication in this convenient form will be welcomed by all science teachers both in initial training and in schools who want to deepen their understanding of how their children think *Making Sense of Secondary Science* Rosalind Driver, Peter Rushworth, Ann Squires, Valerie Wood-Robinson, 2004-03-10 When children begin secondary school they already have knowledge and ideas about many aspects of the natural world from their experiences both in primary classes and outside school This collection of support materials is designed especially for teachers of the early years in secondary school to give guidance both on the ideas which children are likely to bring with them and also on using these ideas to help pupils to make sense of their experiences in science lessons The materials are in 24 sections structured around three themes life and

living processes materials and their properties and physical processes Included in each section is a science map identifying key science ideas and also a set of learning guides which give detailed advice on helping children to develop these ideas Written in collaboration with teachers field tested in schools and suitable for use with any published science scheme these materials will be an essential resource for all science teachers who are planning teaching schemes and developing science lessons within the National Curriculum A separate paperback Making Sense of Secondary Science Research into Children s Ideas comes with the file and is also available separately This provides a summary of research in the area and a detailed bibliography for those who want to pursue certain aspects further **Science Curriculum Topic Study** Page

Keeley,2005-02-23 Without question this book will be of great value to the profession of science teaching Given today s educational landscape of standards and high stakes testing curriculum topic study is an essential piece of the puzzle Cary Sneider Vice President for Educator Programs Museum of Science Boston Discover the missing link between science standards teacher practice and improved student achievement Becoming an accomplished science teacher not only requires a thorough understanding of science content but also a familiarity with science standards and research on student learning However a comprehensive strategy for translating standards and research into instructional practice has been lacking since the advent of standards based education reform Science Curriculum Topic Study provides a systematic professional development strategy that links science standards and research to curriculum instruction and assessment Developed by author Page Keeley of the Maine Mathematics and Science Alliance the Curriculum Topic Study CTS process can help teachers align curriculum instruction and assessment with specific research based ideas and skills The CTS process will help teachers Improve their understanding of science content Clarify a hierarchy of content and skills in a learning goal from state or local standards Define formative and summative assessment goals and strategies Learn to recognize and address learning difficulties Increase opportunities for students of all backgrounds to achieve science literacy Design or utilize instructional materials effectively Containing 147 separate curriculum topic study guides arranged in eleven categories that represent the major domains of science this book provides the tools to both positively impact student learning and develop the knowledge and skills that distinguish expert science teachers from novices Cracking Key Concepts in Secondary Science Adam Boxer,Heena Dave,Gethyn Jones,2021-06-23 The perfect companion to help you crack some of secondary science s most challenging concepts in your teaching Secondary science teaching is a heroic task taking some of humanity s greatest discoveries and explaining them to the next generation of students Cracking some of the trickiest concepts in biology chemistry and physics with walkthrough explanations and examples inspired by direct instruction this book will bring a fresh perspective to your teaching 30 key concepts explored in depth Understand what students should know before and after the lesson Tips and tricks offer detailed advice on each topic Checks for understanding so you can test your students knowledge Adam Boxer is Head of Science at The Totteridge Academy in North London Heena Dave was Head of Science at Bedford

Free School Gethyn Jones is a teacher of physics at an independent school in London

Teaching Science Matt Cochrane, Tony Liversidge, Bernard Kerfoot, Judith Thomas, 2009-06-16 Reflective practice is at the heart of effective teaching and this book helps you develop into a reflective teacher of science Everything you need is here guidance on developing your analysis and self evaluation skills the knowledge of what you are trying to achieve and why and examples of how experienced teachers deliver successful lessons The book shows you how to plan lessons how to make good use of resources and how to assess pupils progress effectively Each chapter contains points for reflection which encourage you to break off from your reading and think about the challenging questions that you face as a new teacher The book comes with access to a companion website www.sagepub.co.uk/secondary

Designing and Teaching the Secondary Science Methods Course Aaron J. Sickel, Stephen B. Witzig, 2017-04-13 The improvement of science education is a common goal worldwide Countries not only seek to increase the number of individuals pursuing careers in science but to improve scientific literacy among the general population As the teacher is one of the greatest influences on student learning a focus on the preparation of science teachers is essential in achieving these outcomes A critical component of science teacher education is the methods course where pedagogy and content coalesce It is here that future science teachers begin to focus simultaneously on the knowledge dispositions and skills for teaching secondary science in meaningful and effective ways This book provides a comparison of secondary science methods courses from teacher education programs all over the world Each chapter provides detailed descriptions of the national context course design teaching strategies and assessments used within a particular science methods course and is written by teacher educators who actively research science teacher education The final chapter provides a synthesis of common themes and unique features across contexts and offers directions for future research on science methods courses This book offers a unique combination of behind the scenes thinking for secondary science methods course designs along with practical teaching and assessment strategies and will be a useful resource for teacher educators in a variety of international contexts

Technology in the Secondary Science Classroom Randy L. Bell, Julie Gess-Newsome, Julie Luft, 2008 The book's emphasis is never on technology for technology's sake The goal is to stimulate your thinking about using these tools and deepen your students engagement in science content

A Leader's Guide to Science Curriculum Topic Study Susan Mundry, Page Keeley, Carolyn Landel, 2009-11-24 The Curriculum Topic Study CTS process funded by the US National Science Foundation helps teachers improve their practice by linking standards and research to content curriculum instruction and assessment Key to the core book Science Curriculum Topic Study this resource helps science professional development leaders and teacher educators understand the CTS approach and how to design lead and apply CTS in a variety of settings that support teachers as learners The authors provide everything needed to facilitate the CTS process including a solid foundation in the CTS framework multiple designs for half day and full day workshops professional learning communities and one on one instructional coaching facilitation group processing and

materials management strategies and a CD ROM with handouts PowerPoint slides and templates By bringing CTS into schools and other professional development settings science leaders can enhance their teachers knowledge of content improve teaching practices and have a positive impact on student learning

Teaching Secondary Science Keith Ross,Liz Lakin,Janet McKechnie,Jim Baker,2010-02-25 Now fully updated in its third edition Teaching Secondary Science is a comprehensive guide to all aspects of science teaching providing a wealth of information and ideas about different approaches With guidance on how children understand scientific ideas and the implications this has on teaching teachers are encouraged to construct their own meanings and become reflective in their practice Relating science to government agendas such as the National Strategies Assessment for Learning and Every Child Matters this new edition reflects and maps to changes in national standards Key features include illustrative examples for use in the classroom theoretical grounding linked to practical application the pros and cons of different approaches M Level support materials additional section on earth atmosphere and space advice on teaching difficult ideas education for sustainable development managing the science classroom and health and safety support for talk for learning and advice on numeracy in science Presenting an environmentally sustainable global approach to science teaching this book emphasises the need to build on and challenge children s existing ideas so they better understand the world in which they live Essential reading for all students and practising teachers this invaluable book will support those undertaking secondary science PGCEs and provides material suitable for those studying at M Level

Designing Tasks in Secondary Education Ian Thompson,2014-09-19 Engaging students in learning about their subject is a central concern for all teachers and teacher educators How teachers view and use the pedagogic potential of different tasks to engage pupils with knowledge in different subjects is central to this endeavour Designing Tasks in Secondary Education explores models for effective task design helping you translate the curriculum into the tasks and activities that you ask your students to do in order to facilitate developmental or higher level understanding of curriculum content Written by experts in the field of education from a range of subjects and including a foreword written by renowned author Professor Walter Doyle this book spans an international context and offers a refreshing alternative of how to plan and design tasks that will not only intellectually stimulate but improve teaching quality Key topics explored include Designing tasks which engage learners with knowledge Policy perspectives on task design Designing cognitively demanding classroom tasks Task design issues in the secondary subjects Designing Tasks in Secondary Education offers essential insight into task design and its importance for enhancing subject understanding and student engagement It will challenge and support all education professionals concerned with issues of curriculum design subject knowledge classroom organisation agency in the learning process and teaching quality

Teaching Science in Secondary Schools Sandra Amos,Richard Boohan,2013-10-11 A companion to Aspects of Teaching Secondary Science the first section of this reader provides an overview of the key issues discussing the nature of science and its role in the school curriculum The

second section goes on to examine critically the ways in which science is reflected in the school curriculum while the third section discusses recent curriculum initiatives and developments Turning the focus from what is taught on to who is taught section four shows that students are very much active learners in the classroom making sense of their experiences and constructing their own meanings The final section covers the role of research in science education giving examples of research papers and considering how productive collaboration between teachers and researchers can impact upon the effectiveness of classroom practice

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