

1. Record Nr.	UNINA9910254963603321
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Titolo	Ethics and Science Education: How Subjectivity Matters // by Jesse Bazzul
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2016
ISBN	3-319-39132-1
Edizione	[1st ed. 2016.]
Descrizione fisica	1 online resource (VIII, 67 p. 1 illus. in color.)
Collana	SpringerBriefs in Education, , 2211-193X
Disciplina	375.001
Soggetti	Science - Study and teaching Education - Philosophy Education - Curricula Science Education Educational Philosophy Curriculum Studies
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Chapter 1: Science Education as a Site of Struggle -- Chapter 2: The Constitution of Subjectivities: Discourse, Practices, and Repetition -- Chapter 3: The 'Ethical Subject' of Science Education -- Chapter 4: Science Education and Subjectivity in (Bio)political Context -- Chapter 5: Egalitarian Politics and the Dimensions of An Ethical Self -- Afterword: Different concepts and tools to bring about an ethically and politically engaged science education. .
Sommario/riassunto	This book encapsulates a line of research that looks at how students are positioned as ethical actors/decision makers in biology education by science policy, curriculum, and classroom resources. Its basis comes from a textbook study that examined how biology texts work to constitute subjectivities related to neoliberalism and global capitalism, sex/gender and sexuality, and ethics. The study found that textbook discourses set limits on a) the types of ethical concerns represented b) the modes of ethical engagement c) the dispositions necessary to engage in ethical action or decision-making. Policy reform, regulation, and personal lifestyle choices were the primary ways students could

approach ethical decision-making or action. While these approaches are useful, they are likely not sufficient for dealing with major twenty first century problems such as climate change and social inequality, along with new ethical dimensions introduced by biotechnologies and genomic research. This research brief sets a context for how discourses of science education policy and curricula work to shape a 'subject of ethics', that is how students come to see themselves as participants in issues of ethical concern. Drawing from a structural-poststructural philosophical approach, Science and Technology Studies, educational research, and a methodology based on discourse analysis and ethnography, this book's overall goal is to assist with research into subjectivity, ethics, politics, policy, and socioscientific issues in science education.

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