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Nota di contenuto	Chapter 1. Nature of Science for Social Justice: A Rationale for this Book (Yacoubian) -- Chapter 2. How social justice can be promoted through nature of science in science education (Kaya) -- Chapter 3. Researchers in science textbooks - present or absent? An analysis of “ordinary” textbooks and textbooks adjusted for students in need of special education (Hansson) -- Chapter 4. Stereotypes in textbooks: Fertile grounds for critical exploration of the nature of science (Yacoubian) -- Chapter 5. Representations of nature of science on popular science YouTube videos (Vesterinen) -- Chapter 6. Providing students with experiences of producing scientific evidence-based claims related to local socio-scientific issues. Experiences from two projects in lower secondary schools in Norway (Kolstø) -- Chapter 7. Social images of science and scientists, and the imperative of science education for all (Adúriz-Bravo) -- Chapter 8. From the Nature of Science to the Nature of Science-in-Society (Allchin) -- Chapter 9. Balancing the epistemic and social realms of science in promoting NOS for social justice (Dagher) -- Chapter 10. Capitalism, Nature of Science and Science Education: Exposing and Opposing Threats to Social Justice (Bencze) -- Chapter 11. For the Sake of the Planet and its Beings: Two Dissensus Views of NOS (Bazzul) -- Chapter 12. Science education for citizenship: Insights based upon an analysis of educational materials for young and adult education in Brazil (Martins).

This edited volume brings closer two contemporary science education research areas: Nature of Science (NOS) and Social Justice (SJ). It starts a dialogue on the characteristics of NOS for SJ with the purpose of advancing the existing discussion and creating new avenues for research. Using a variety of approaches and perspectives, the authors of the different chapters engage in a dialogue on the construct of NOS for SJ, its characteristics, as well as ways of addressing it in science classrooms. Issues addressed are related to why a school science aiming at SJ should address NOS; what NOS-related content, skills and attitudes form the basis when aiming at SJ; and how school science can address NOS for SJ. Through a set of theoretical and empirical chapters, the authors suggest answers, but they also pose new questions on what NOS for SJ can mean, and what issues need to be taken into consideration in future research and practice. The collection of chapters found in the book, *Nature of Science for Social Justice*, weave a rich tapestry of compelling reasons for extending the boundaries of teaching and learning the nature of science. This book is unique in that it addresses how and why NOS is a tool for inclusivity. Learning epistemic knowledge is good for social reasons, not just academic reasons. I believe this book will refocus the NOS discussion into a realm that has been needed for many years. - Erin Peters-Burton - Donna R. and David E. Sterling Endowed Professor in Science Education, George Mason University, USA The past couple of decades have seen an explosion of writing in science education about both the Nature of Science and Social Justice. However, the literature that examines the interrelationships between these two important concepts has been surprisingly sparse – until now. In this volume, which is much more coherent than most edited collections, an impressively diverse group of authors from around the world have produced a wonderful collection of insightful chapters. This book should help define the field. I learnt a great deal from reading it. Michael J. Reiss - Professor of Science Education, UCL Institute of Education, London, UK Chapter “Nature of Science for Social Justice: Why, What and How?” is available open access under a Creative Commons Attribution 4.0 International License via link.springer.com.
