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Altri autori (Persone)	PlakitsiKaterina
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Nota di contenuto	Preliminary Material / Katerina Plakitsi -- Activity Theory in Formal and Informal Science Education / Katerina Plakitsi -- Cultural-Historical Activity Theory (CHAT) Framework and Science Education in the Positivistic Tradition / Katerina Plakitsi -- Teaching Science in Science Museums and Science Centers / Katerina Plakitsi -- Rethinking the Role of Information and Communication Technologies (ICT) in Science Education / Katerina Plakitsi -- Chat in Developing New Environmental Science Curricula, School Textbooks, and Web-Based Applications for the First Grades / Katerina Plakitsi , Eleni Kolokouri , Eftychia Nanni , Efthymis Stamoulis and Xarikleia Theodoraki -- Activity Theory, History and Philosophy of Science, and ICT Technologies in Science Teaching Applications / Efthymis Stamoulis and Katerina Plakitsi -- University Science Teaching Programs / Xarikleia Theodoraki and Katerina Plakitsi -- A Cultural Historical Scene of Natural Sciences for Early Learners / Eleni Kolokouri and Katerina Plakitsi -- Biology Education in Elementary Schools / Eftychia Nanni and Katerina Plakitsi -- List of Contributors / Katerina Plakitsi.
Sommario/riassunto	The purpose of this book is to establish a broader context for rethinking science learning and teaching by using cultural historical activity theoretic approach. Activity theory already steps in its third

generation and only a few works have been done on its applications to science education, especially in Europe. The context takes into account more recent developments in activity theory applications in US, Canada, Australia and Europe. The chapters articulate new ways of thinking about learning and teaching science i.e., new theoretical perspectives and some case studies of teaching important scientific topics in/for compulsory education. The ultimate purpose of each chapter and the collective book as a whole is to prepare the ground upon which a new pedagogy in science education can be emerged to provide more encompassing theoretical frameworks that allow us to capture the complexity of science learning and teaching as it occurs in and out-of schools. The book captures the dialogic and interactive nature of the transferring the activity theory to both formal and informal science education. It also contributes to the development of innovative curricula, school science textbooks, educational programs and ICT's materials. As a whole, the book moves theorizing and practicing of science education into new face and uncharted terrain. It is recommended to new scholars and researchers as well as teachers/researchers.