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| Nota di contenuto | Preliminary Material / Doris Jorde and Justin Dillon -- Science Education Research and Practice in Europe: Retrospective and Prospective / Doris Jorde and Justin Dillon -- The Model of Educational Reconstruction – A Framework for Improving Teaching and Learning Science / Reinders Duit , Harald Gropengießer , Ulrich Kattmann , Michael Komorek and Ilka Parchmann -- Transcending Science: Scientific Literacy and Bildung for the 21st Century / Per-Olof Wickman , Caroline Liberg and Leif Östman -- How Research on Students' Processes of Concept Formation can Inform Curriculum Development / Claudia V. Aufschnaiter and Christian Rogge -- Studies of the Development of Students' Understandings of Ecological Phenomena / Gustav Helldén -- Video Analysis as a tool for Understanding Science Instruction / Hans E. Fischer and Knut Neumann -- The Nature of Video Studies in Science Education / Andrée Tiberghien and Gérard Sensevy -- Teaching Activities and Language use in Science Classrooms / Marianne Ødegaard and Kirsti Klette -- Results and Perspectives from the ROSE Project / Svein Sjøberg and Camilla Schreiner -- The Cultural Context of Science Education / Cathrine Hasse and Anne B. Sinding -- Argumentation in Science Education Research: Perspectives from Europe / Sibel Erduran and Maria Pilar Jiménez-Aleixandre -- |

Classroom Discourse and Science Learning: Issues of Engagement, Quality and Outcome / Asma Almahrouqi and Phil Scott -- School Health Education Nowadays: Challenges and Trends / Graça S. Carvalho and Dominique Berger -- Science Education Research in Turkey: A Content Analysis of Selected Features of Published Papers / Mustafa Sozbilir , Hulya Kutu and M. Diyaddin Yasar -- Improving Science Education Through European Models of Sustainable Teacher Professional Development / Matthias Stadler and Doris Jorde.

Sommario/riassunto

Each volume in the 7-volume series *The World of Science Education* reviews research in a key region of the world. These regions include North America, South and Latin America, Asia, Australia and New Zealand, Europe, Arab States, and Sub-Saharan Africa. The focus of this Handbook is on science education in Europe. In producing this volume the editors have invited a range of authors to describe their research in the context of developments in the continent and further afield. In reading this book you are invited to consider the historical, social and political contexts that have driven developments in science education research over the years. A unique feature of science education in Europe is the impact of the European Union on research and development over many years. A growing number of multi-national projects have contributed to the establishment of a community of researchers increasingly accepting of methodological diversity. That is not to say that Europe is moving towards homogeneity, as this volume clearly shows.
