

1. Record Nr.	UNINA9910483110303321
Titolo	The Language of Science Education : An Expanded Glossary of Key Terms and Concepts in Science Teaching and Learning // edited by William F. McComas
Pubbl/distr/stampa	Rotterdam : , : SensePublishers : , : Imprint : SensePublishers, , 2014
ISBN	9789462094970 9462094977
Edizione	[1st ed. 2014.]
Descrizione fisica	1 online resource (122 p.)
Disciplina	372.35 372.35044
Soggetti	Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Preliminary Material / William F. McComas -- 21st Century Skills / William F. McComas.
Sommario/riassunto	The Language of Science Education: An Expanded Glossary of Key Terms and Concepts in Science Teaching and Learning is written expressly for science education professionals and students of science education to provide the foundation for a shared vocabulary of the field of science teaching and learning. Science education is a part of education studies but has developed a unique vocabulary that is occasionally at odds with the ways some terms are commonly used both in the field of education and in general conversation. Therefore, understanding the specific way that terms are used within science education is vital for those who wish to understand the existing literature or make contributions to it. The Language of Science Education provides definitions for 100 unique terms, but when considering the related terms that are also defined as they relate to the targeted words, almost 150 words are represented in the book. For instance, "laboratory instruction" is accompanied by definitions for openness, wet lab, dry lab, virtual lab and cookbook lab. Each key term is defined both with a short entry designed to provide immediate access following by a more extensive discussion, with extensive

references and examples where appropriate. Experienced readers will recognize the majority of terms included, but the developing discipline of science education demands the consideration of new words. For example, the term blended science is offered as a better descriptor for interdisciplinary science and make a distinction between project-based and problem-based instruction. Even a definition for science education is included. The Language of Science Education is designed as a reference book but many readers may find it useful and enlightening to read it as if it were a series of very short stories.
