

1. Record Nr.	UNINA9910484110203321
Titolo	Activist Science and Technology Education // edited by Larry Bencze, Steve Alsop
Pubbl/distr/stampa	Dordrecht : , : Springer Netherlands : , : Imprint : Springer, , 2014
ISBN	9789400743601 9400743602
Edizione	[1st ed. 2014.]
Descrizione fisica	1 online resource (651 p.)
Collana	Cultural Studies of Science Education, , 1879-7237 ; ; 9
Disciplina	379
Soggetti	Science - Study and teaching Teachers - Training of Science Education Teaching and Teacher 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 at the end of each chapters and index.
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## Sommario/riassunto

This collection examines issues of agency, power, politics and identity as they relate to science and technology and education, within contemporary settings. Social, economic and ecological critique and reform are examined by numerous contributing authors, from a range of international contexts. These chapters examine pressing pedagogical questions within socio-scientific contexts, including petroleum economies, food justice, health, environmentalism, climate change, social media and biotechnologies. Readers will discover far reaching inquiries into activism as an open question for science and technology education, citizenship and democracy. The authors call on the work of prominent scholars throughout the ages, including Bourdieu, Foucault, Giroux, Jasanoff, Kierkegaard, Marx, Nietzsche, Ranciere and Žižek. The application of critical theoretical scholarship to mainstream practices in science and technology education distinguishes this book, and this deep, theoretical treatment is complemented by many grounded, more pragmatic exemplars of activist pedagogies. Practical examples are set within the public sphere,

within selected new social movements, and also within more formal institutional settings, including elementary and secondary schools, and higher education. These assembled discussions provide a basis for a more radically reflexive reworking of science and technology education. Educational policy makers, science education scholars, and science and technology educators, amongst others, will find this work thought-provoking, instructive and informative.

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