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Titolo	Adapted Primary Literature : The Use of Authentic Scientific Texts in Secondary Schools / / by Anat Yarden, Stephen P. Norris, Linda M. Phillips
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Disciplina	507.1
Soggetti	Science - Study and teaching Literacy Learning, Psychology of Science Education Instructional Psychology
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.
Nota di contenuto	Prologue: The Origins of the First Adapted Primary Literature (APL) -- PART I: The Theory of Adapted Primary Literature -- Chapter 1: Adapting Primary Literature for Promoting Scientific Literacy -- Chapter 2: Foundations for Conceptualizing APL.- Chapter 3: APL and Reading in Science Classrooms -- PART II: The Practice of Adapted Primary Literature.- Chapter 4: Creating and Using APL -- Chapter 5: Teaching Scientific Reading -- Chapter 6: Applications of Adapted Primary Literature -- PART III: A Compendium of Adapted Primary Literature Annotated for Critical Reading.- Chapter 7: Developing an Inhibitor of Anthrax Toxin (Annotated for Epistemology) -- Chapter 8: An Epidemiological Model for West Nile Virus: Invasion Analysis and Control Applications (Annotated for Structure) -- Chapter 9: The Coronal Heating Problem (Annotated for Epistemology and Meta-scientific Language) -- Chapter 10: Did Early Maritime Archaic Indians Ever Live in Newfoundland? (Annotated for Epistemology) -- Epilogue: The Basis of and Possibilities for Adapted Primary Literature.

## Sommario/riassunto

This book specifies the foundation for Adapted Primary Literature (APL), a novel text genre that enables the learning and teaching of science using research articles that were adapted to the knowledge level of high-school students. More than 50 years ago, J.J. Schwab suggested that Primary Scientific Articles “afford the most authentic, unretouched specimens of enquiry that we can obtain” and raised for the first time the idea that such articles can be used for “enquiry into enquiry”. This book, the first to be published on this topic, presents the realization of this vision and shows how the reading and writing of scientific articles can be used for inquiry learning and teaching. It provides the origins and theory of APL and examines the concept and its importance. It outlines a detailed description of creating and using APL, and provides examples for the use of the enactment of APL in classes, as well as descriptions of possible future prospects for the implementation of APL. Altogether, the book lays the foundations for the use of this authentic text genre for the learning and teaching of science in secondary schools.

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