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| Titolo                  | International handbook of research on multicultural science education / / edited by Mary M. Atwater  |
| Pubbl/distr/stampa      | Cham : , : Springer International Publishing : , : Imprint : Springer, , 2022  |
| ISBN                    | 3-030-83122-1  |
| Descrizione fisica      | 1 online resource (1629 pages)   |
| Collana                 | Springer International Handbooks of Education  |
| Disciplina              | 507.1  |
| Soggetti                | Science - Study and teaching<br>Education<br>Teachers - Training of<br>Education and state<br>Science Education<br>Teaching and Teacher Education<br>Educational Policy and Politics<br>Ensenyament científic<br>Educació intercultural<br>Llibres electrònics   |
| Lingua di pubblicazione | Inglese  |
| Formato                 | Materiale a stampa   |
| Livello bibliografico   | Monografia   |
| Nota di bibliografia    | Includes bibliographical references and index.   |
| Nota di contenuto       | History, Theory, and Methods of Research of Multicultural Science Education -- Science Learning -- Science Teaching -- Science Curricula -- Science Teacher Education -- Higher Education Issues -- Science Education Policy -- The Future in Multicultural Science Education Research.  |
| Sommario/riassunto      | This handbook gathers in one volume the major research and scholarship related to multicultural science education that has developed since the field was named and established by Atwater in 1993. Culture is defined in this handbook as an integrated pattern of shared values, beliefs, languages, worldviews, behaviors, artifacts, knowledge, and social and political relationships of a group of people in a particular place or time that the people use to understand or make meaning of their world, each other, and other groups of people and to |

transmit these to succeeding generations. The research studies include both different kinds of qualitative and quantitative studies. The chapters in this volume reflect differing ideas about culture and its impact on science learning and teaching in different K-14 contexts and policy issues. Research findings about groups that are underrepresented in STEM in the United States, and in other countries related to language issues and indigenous knowledge are included in this volume. .

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