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Nota di contenuto	Part 1. Introduction -- Chapter 1. Understanding and contextualizing the field of science identity research (Heidi B. Carlone) -- Part 2. Student Science Identities outside and inside school -- Chapter 2. "My Love For It Just Wasn't Enough to Get Me Through": A Longitudinal Case Study of Factors Supporting and Denying Black British Working-Class Young Women's Science Identities and Trajectories (Louise Archer) -- Chapter 3. "It was always about relationships and it was awesome": Girls performing gender and identity in an out-of-school-time science conversation club (Allison Gonsalves) -- Chapter 4. Young women's identity work in relation to physics at the transition from school to further educational pathways (Thorid Rabe) -- Chapter 5. Student identity, aspiration and the exchange-value of physics (Billy Wong) -- Part 3. Student science identities in higher education -- Chapter 6. Science talent and unlimited devotion: An investigation of the dynamics of university students' science identities through the lens of gendered conceptualisations of talent (Henriette Tolstrup Holmegaard) -- Chapter 7. Doing geoscience: negotiations of science identity among

university students when learning in the field (Lene Møller Madsen) -- Chapter 8. Identity perspectives in research on university physics education – what is the problem represented to be? (Anders Johansson) -- Part 4. Science teachers' identities and practices -- Chapter 9. Exploring the Connections Between Student-Teacher-Administration Science Identities in Urban Settings (Rachel Askew) -- Chapter 10. Science Teacher Identity Work in Colonized and Racialized Spaces (Gale Seiler) -- Chapter 11. Understanding Science Teacher Identity Development within the Figured Worlds of Schools (Gail Richmond) -- Chapter 12. Identities in Action: Opportunities and Risks of Identity Work in Community & Citizen Science (Colin G. Dixon) -- Part 5. Multi-layered methodological approaches to science identities -- Chapter 13. Using Qualitative Metasynthesis to Understand the Factors that Contribute to Science Identity Development Across Contexts in Secondary and Post-Secondary Students from Underrepresented Groups (Sylvia M. James Butterfield) -- Chapter 14. Representing STEM identities as pragmatic configurations (Ruurd Taconis) -- Chapter 15. How Activity Frames Shape Situated Identity Negotiation: Theoretical and Practical Insights from an Informal Engineering Education Program (Smirla Ramos-Montañez) -- Part 6. Conclusion -- Chapter 16. Working towards Justice: Critical Next Steps in Identity Studies in Science Education (Angela Calabrese Barton).

Sommario/riassunto

This edited volume brings together a state-of-the-art collection of leading and emergent research on the burgeoning topic of science identities. It sets out how science identity can be productively used as a lens in understanding patterns and inequalities in science participation across different educational and international contexts. Its chapters reveal how intersections of social identities and inequalities shape participation and engagement in science. Particular attention is given to explicating issues of theory and method, identifying the potential and limitations of approaches and lacunae in existing knowledge. The book showcases research from a range of disciplinary areas, employing diverse methodological and conceptual approaches to investigate science identities across different fields and settings. The collection offers a rich and comprehensive understanding of how science identity can be used conceptually, methodologically and analytically to understand how learners and teachers relate to, and make sense of, science. It's a valuable resource for students, researchers and academics in the field of science education and anyone who is interested in identity and education.
