

1. Record Nr.	UNINA9910782106103321
Titolo	Community connections for science education . Volume 2 History and theory you can use [[electronic resource] /] / edited by Phyllis Katz
Pubbl/distr/stampa	Arlington, VA, : National Science Teachers Association, 2001
ISBN	1-281-75817-5 9786611758172 1-933531-60-6
Descrizione fisica	1 online resource (128 p.)
Altri autori (Persone)	KatzPhyllis
Disciplina	507.1073 507/.1/073
Soggetti	Community education - United States Science - Study and teaching - United States
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	Table of Contents; Preface; An NSTA Position Statement on Informal Science Education; Introduction; Section I The Role of Informal Science Education in Learning; Section II-1 National Parks- Exciting Venues for Teaching and Learning Science; Section II-2 Informal Science Education: A Continuous Part of the Girl Scout Program; Section II-3 The Power of Television in Informal Education; Section II-4 The Science Connections in African-American Churches; Section II-5 My Changing View of Field Trips; Section II-6 Science Education in Boys & Girls Clubs Section II-7 4-H-Science from Practical EducationSection II-8 HOSO: Play, Practice, Parents, and Time; Section II-9 The Educator's Species; Section II-10 The Use of Research and Evaluation in Science Museums and Science Centers; Section II-11 Ecology Foundations: Environmental Education in the Field; Section III Evaluation: Parks Project Sample; Section IV At the Table- A Classroom Teacher and Informal Educator; Section V Who We Are- Informal Science Educators; Web Resources; Appendix
Sommario/riassunto	Community Connections For Science Education: History and Theory You Can Use, Volume II takes a look at various informal science education (ISE) settings-some found in most communities, some unique to one

location. An informal science experience has the potential to enhance hands-on interaction, and by extension, scientific inquiry. Here the authors speak of their joys and constraints as they offer an insider's perspective of what informal science settings can provide teachers, parents, school board members, and informal educators.
