

1. Record Nr.	UNINA9910828025503321
Titolo	Good practice in science teaching : what research has to say // edited by Jonathan Osborne and Justin Dillon
Pubbl/distr/stampa	Maidenhead ; ; New York, : Open University Press, c2010
ISBN	1-283-33802-5 9786613338020 0-335-23859-9
Edizione	[2nd ed.]
Descrizione fisica	1 online resource (367 p.)
Altri autori (Persone)	OsborneJonathan DillonJustin
Disciplina	507.1
Soggetti	Science - Study and teaching - Research Research
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 and index.
Nota di contenuto	Front cover; Half title page; Title page; Copyright page; Contents; List of figures; List of tables; Contributors; Introduction: Research matters? - Jonathan Osborne and Justin Dillon; 1 Science teachers, science teaching: Issues and challenges - Justin Dillon and Alex Manning; 2 How science works: What is the nature of scientific reasoning and what do we know about students' understanding? - Jonathan Osborne and Justin Dillon; 3 Science for citizenship - Jonathan Osborne; 4 Thinking about learning: Learning in science - Jill Hohenstein and Alex Manning 5 Science teaching and Cognitive Acceleration - Philip Adey and Natasha Serret6 Practical work - Robin Millar; 7 The role of language in the learning and teaching of science - Maria Evagorou and Jonathan Osborne; 8 Technology-mediated learning - Mary Webb; 9 Formative assessment in science - Paul Black and Christine Harrison; 10 Summative assessment: Gold or glitter? - Julian Swain; 11 Students' attitudes to science - Shirley Simon and Jonathan Osborne; 12 Supporting science learning in out-of-school contexts - Heather King and Melissa Glackin 13 Supporting the development of effective science teachers - John K. GilbertBibliography; Index; Back cover

Sommario/riassunto

This book offers a comprehensive overview of the major areas of research and scholarship in science education and discusses the significance, reliability and implications for the practice of science teaching.
