

Understanding Science Teachers' Professional Knowledge Growth

Michel Grangeat (Ed.)



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Understanding Science Teachers Professional Knowledge Growth

**Eilish McLoughlin, Odilla E.
Finlayson, Sibel Erduran, Peter E.
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Understanding Science Teachers Professional Knowledge Growth:

Understanding Science Teachers' Professional Knowledge Growth Michel Grangeat, 2015-12-09 Science education has to be improved in order to become more responsive to the needs of society confronted with a rapidly changing world Bringing science teaching up to a higher level is a key factor in this endeavour The authors of this book think about teachers as part of the immediate and large communities and systems in which they function They consider the development of teachers professional knowledge as a continuous process that depends on the communities they are committed to and participate in the discipline they are teaching the social context in which they perform the instruments made available in their environment and their day to day classroom experience From this perspective each teacher learns in an individual way but cannot learn without relying on their colleagues and other partners Such professional knowledge is partly tacit and explicit and thus possessed by teachers experts and researchers Coordinating activity theory and models of pedagogical content knowledge PCK the book provides a better understanding of the growth of science teacher professional knowledge The chapters are organised around shared perspectives and themes and based on research findings The emerging model can inform pre service teacher educators researchers and students The book results from exchanges and symposia during international conferences ECER ESERA and from a two day seminar held at Universit Grenoble Alpes in March 2015

Values in Science Education Deborah Corrigan, Cathy Bunting, Angela Fitzgerald, Alister Jones, 2020-05-18 In 2007 the Monash Kings College London International Centre for the Study of Science and Mathematics Curriculum edited a book called *The Re emergence of Values in Science Education* This book reflects on how values have been considered since this original publication particularly in terms of socio cultural economic and political factors that have impacted broadly on science technology and society and more specifically on informal and formal science curricula Hence the title of this book has been framed as *Values in Science Education The shifting sands* As in the first book this collection focuses on values that are centrally associated with science and its teaching and not the more general notion of values such as cooperation or teamwork that are also important values in current curricula Such values have indeed become more of a focus in science education This may be a response to the changing global context where technological changes have been rapid and accelerating In such complex and risky environments it is our guiding principles that become the important mainstays of our decisions and practices In terms of science education what is becoming clearer is that traditional content and traditional science and scientific methods are not enough for science and hence science education to meet such challenges While shifts in values in science education continue tensions remain in curriculum development and implementation as evidenced by the continued diversity of views about what and whose values matter most

Bridging Research and Practice in Science Education Eilish McLoughlin, Odilla E. Finlayson, Sibel Erduran, Peter E. Childs, 2019-08-27 This edited volume presents innovative current research in the field of Science Education The chapters deal with a wide variety of topics and research approaches

conducted in a range of contexts and settings Together they make a strong contribution to knowledge on science teaching and learning The book consists of selected presentations from the 12th European Science Education Research Association ESERA Conference held in Dublin Ireland from 21st to 25th August 2017 The ESERA community is made up of professionals with diverse disciplinary backgrounds from natural sciences to social sciences This diversity enables a rich understanding of cognitive and affective aspects of science teaching and learning The studies in this book will stimulate discussion and interest in finding new ways of implementing and researching science education for the future The twenty two chapters in this book are presented in four parts highlighting innovative approaches to school science emerging identities in science education approaches to developing learning and competence progressions and ways of enhancing science teacher education This collection of studies showcases current research orientations in science education and is of interest to science teachers teacher educators and science education researchers around the world with a commitment to bridging research and practice in science teaching and learning

The Professional Knowledge Base of Science Teaching Deborah Corrigan, Justin Dillon, Richard Gunstone, 2011-03-01 Over the past twenty years much has been written about the knowledge bases thought necessary to teach science Shulman has outlined seven knowledge domains needed for teaching and others such as Tamir have proposed somewhat similar domains of knowledge specifically for science teachers Aspects of this knowledge have changed because of shifts in curriculum thinking and the current trends in science education have seen a sharp increase in the significance of the knowledge bases The development of a standards based approach to the quality of science teaching has become common in the Western world and phrases such as evidence based practice have been tossed around in the attempt to measure such quality The Professional Knowledge Base of Science Teaching explores the knowledge bases considered necessary for science teaching It brings together a number of researchers who have worked with science teachers and they address what constitutes evidence of high quality science teaching on what basis such evidence can be judged and how such evidence reflects the knowledge basis of the modern day professional science teacher This is the second book produced from the Monash University King s College London International Centre for the Study of Science and Mathematics Curriculum The first book presented a big picture of what science education might be like if values once again become central while this book explores what classroom practices may look like based on such a big picture

Innovative Approaches to Staff Development in Transnational Higher Education Morris, Gareth, Ye, Jinting, 2025-01-09 As globalization reshapes the landscape of higher education the development of faculty and staff becomes essential for institutions to remain competitive and relevant By investing in continuous learning and cross cultural competencies educators can better meet the diverse needs of an international student body and foster inclusive innovative academic environments Strengthening faculty development enhances teaching quality research output and institutional adaptability enriching the educational experience for students This focus not only advances individual career growth but also drives

institutional success promoting resilience and long term sustainability in an increasingly interconnected world Innovative Approaches to Staff Development in Transnational Higher Education delves into the complexities and opportunities of faculty development in the dynamic environment of transnational higher education It illustrates the transformative power of education and its ability to adapt and evolve in response to a rapidly globalizing world Covering topics such as AI literacy mentorship and technology training this book is an excellent resource for educational leaders and administrators faculty and staff members researchers scholars policymakers educational planers and more

Understanding and Developing Science Teachers' Pedagogical Content Knowledge John Loughran, Amanda Berry, Pamela Mulhall, 2012-07-31 There has been a growing interest in the notion of a scholarship of teaching Such scholarship is displayed through a teacher's grasp of and response to the relationships between knowledge of content teaching and learning in ways that attest to practice as being complex and interwoven Yet attempting to capture teachers professional knowledge is difficult because the critical links between practice and knowledge for many teachers is tacit Pedagogical Content Knowledge PCK offers one way of capturing articulating and portraying an aspect of the scholarship of teaching and in this case the scholarship of science teaching The research underpinning the approach developed by Loughran Berry and Mulhall offers access to the development of the professional knowledge of science teaching in a form that offers new ways of sharing and disseminating this knowledge Through this Resource Folio approach comprising CoRe and PaP eRs a recognition of the value of the specialist knowledge and skills of science teaching is not only highlighted but also enhanced The CoRe and PaP eRs methodology offers an exciting new way of capturing and portraying science teachers pedagogical content knowledge so that it might be better understood and valued within the profession This book is a concrete example of the nature of scholarship in science teaching that is meaningful useful and immediately applicable in the work of all science teachers preservice in service and science teacher educators It is an excellent resource for science teachers as well as a guiding text for teacher education Understanding teachers professional knowledge is critical to our efforts to promote quality classroom practice While PCK offers such a lens the construct is abstract In this book the authors have found an interesting and engaging way of making science teachers PCK concrete useable and meaningful for researchers and teachers alike It offers a new and exciting way of understanding the importance of PCK in shaping and improving science teaching and learning Professor Julie Gess Newsome Dean of the Graduate School of Education Willamette University This book contributes to establishing CoRes and PaP eRs as immensely valuable tools to illuminate and describe PCK The text provides concrete examples of CoRes and PaP eRs completed in real life teaching situations that make stimulating reading The authors show practitioners and researchers alike how this approach can develop high quality science teaching Dr Vanessa Kind Director Science Learning Centre North East School of Education Durham University

Learning Science Teaching: Developing A Professional Knowledge Base Bishop, Keith, Denley, Paul, 2007-11-01 The book argues that highly accomplished science teachers are also

continually learning science teachers It stresses the importance of learning through others by participation in communities of science practitioners as well as individual learning through classroom research

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The Professional Knowledge Base of Science Teaching Deborah Corrigan, Justin Dillon, Richard Gunstone, 2011-03-06 Over the past twenty years much has been written about the knowledge bases thought necessary to teach science Shulman has outlined seven knowledge domains needed for

teaching and others such as Tamir have proposed somewhat similar domains of knowledge specifically for science teachers. Aspects of this knowledge have changed because of shifts in curriculum thinking and the current trends in science education have seen a sharp increase in the significance of the knowledge bases. The development of a standards based approach to the quality of science teaching has become common in the Western world and phrases such as evidence based practice have been tossed around in the attempt to measure such quality. The Professional Knowledge Base of Science Teaching explores the knowledge bases considered necessary for science teaching. It brings together a number of researchers who have worked with science teachers and they address what constitutes evidence of high quality science teaching on what basis such evidence can be judged and how such evidence reflects the knowledge basis of the modern day professional science teacher. This is the second book produced from the Monash University King's College London International Centre for the Study of Science and Mathematics Curriculum. The first book presented a big picture of what science education might be like if values once again become central while this book explores what classroom practices may look like based on such a big picture.

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