

Understanding Science Teachers' Professional Knowledge Growth

Michel Grangeat (Ed.)



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Understanding Science Teachers Professional Knowledge Growth

**Michel Grangeat, Christine
Harrison, Jens Dolin**



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 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 planners and more

Developing Formative Assessment in STEM Classrooms Michel Grangeat, Christine Harrison, Jens Dolin, 2024-06-03 This book drawn from the practical experience of the European Assess Inquiry in Science Technology and Mathematics Education ASSIST ME project aims to support researchers teacher educators and teachers in navigating the complex nature of formative assessment It delves into how formative assessment methods may adapt different features within STEM classroom practices and how formative and summative assessment could

be coordinated The book illustrates how ideas about inquiry and assessment are played out in the classroom revealing both how the pedagogical approach fits with the assessment choices made and the support that teachers need to engage with these changes It both informs and presents some of the challenges related to the uptake and development of inquiry learning in STEM classrooms The chapters in this volume address three questions What formative assessment objectives and methods are relevant and appropriate in science education How do teachers monitor student learning as it unfolds during inquiry based teaching learning sequences To what extent does a partnership between researchers and teachers make it possible to implement effective assessment methods and acquire relevant professional knowledge Taken together they explore how national educational systems can foster and build the systemic support measures and tools that teachers need to integrate assessment into their classroom practices that fit alongside or within their summative assessment practices The chapters included in this book were originally published in International Journal of Science Education

STEM Teachers and Teaching in the Digital Era Yifat Ben-David Kolikant, Dragana Martinovic, Marina Milner-Bolotin, 2020-02-20 This book brings together researchers from Israel and Canada to discuss the challenges today's teachers and teacher educators face in their practice There is a growing expectation that the 21st century STEM teachers re-examine their teaching philosophies and adjust their practices to reflect the increasing role of digital technologies This expectation presents a significant challenge to teachers who are often asked to implement novel technology rich pedagogies they did not have a chance to experience as students or become comfortable with To exacerbate this challenge the 21st century teachers function not only in a frequently changing educational reality manifested by continuous reforms but are also bombarded by often contradictory and competing demands from the legislators administrators parents and students How do we break the vicious circle of reforms and support STEM teachers in making a real change in student learning This book is unique for at least three reasons First it showcases research situated in Israel and Canada that examines the challenges today's teachers and teacher educators face in their practice While the governments of both countries emphasize STEM education their approaches are different and thus provide for interesting comparisons Second in addition to including research based chapters prominent scholars discuss the contributions in each of the book sections problematizing the issues from a global perspective Third technology has a potential to empower teachers in this era of change and this book provides the unique insights from each country while allowing for comparisons discussing solutions and asking new questions This book will be of interest to all involved in STEM teacher education programs or graduate programs in education as well as to educational administrators interested in implementing technology in their schools

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

Exploring Mathematics and Science Teachers' Knowledge Hamsa Venkat, Marissa Rollnick, John Loughran, Mike Askew, 2014-05-09 Globally mathematics and science education faces three crucial challenges an increasing need for mathematics and science graduates a declining enrolment of school graduates into university studies in these disciplines and the varying quality of school teaching in these areas Alongside these challenges internationally more and more non specialists are teaching mathematics and science at both primary and secondary levels and research evidence has revealed how gaps and limitations in teachers content understandings can lead to classroom practices that present barriers to students learning This book addresses these issues by investigating how teachers content knowledge interacts with their pedagogies across diverse contexts and perspectives This knowledge practice nexus is examined across mathematics and science teaching traversing schooling phases and countries with an emphasis on contexts of disadvantage These features push the boundaries of research into teachers content knowledge The book s combination of mathematics and science enriches each discipline for the reader and contributes to our understandings of student attainment by examining the

nature of specialised content knowledge needed for competent teaching within and across the two domains Exploring Mathematics and Science Teachers Knowledge will be key reading for researchers doctoral students and postgraduates with a focus on Mathematics Science and teacher knowledge research

Where is the Mathematics in Your Math Education Research? Xiaoheng Kitty Yan,Ami Mamolo,Igor' Kontorovich,2025-06-25 This book brings together leading researchers in mathematics education to share personal narratives of key mathematical moments or ideas that inspired surprised or helped direct their research While the fruits of research activities and products are shared at scholarly conference and journals the footprints of mathematics that ignited the research processes is often behind the scenes and only acknowledged informally To make mathematics an essential component and a determining driving force of mathematics education research more visible chapters in this book highlight the indispensable and indisputable role of mathematics in mathematics education research The book is unique and timely in addressing the essential but increasingly side lined role of mathematics that permeates mathematics education research journals graduate programs and the personae of the next generation in the profession It renounces the shift away from mathematics and attempts to restore the place and value of mathematics by presenting elegant intriguing and substantial contributions to mathematics education that have come from keeping mathematics at the core of research pursuits Each chapter shares a journey in mathematics education research that was inspired by an affinity for mathematics and that helped shaped the field as we know it Each author shares insights and reflections on the status of mathematics in the mathematics education community how it has changed and what further changes might be expected This edited volume is of major interest to the mathematics education community including mathematics educators teacher educators researchers professional development providers and graduate students

Science Education for Australian Students Angela Fitzgerald,Deborah Corrigan,2020-07-16 In this ground breaking book science education is explored as a learning continuum across all years of schooling from Foundation to Year 12 The expert authors members of Monash University s Science Education Research Group seek to build pedagogical and content expertise by providing both a level of support and challenge for all teachers based on current research and best practice The text considers key issues including what the learner brings to the science classroom what primary and secondary teachers can learn from each other the constructivist perspective and its value in learning science context based science education the structure of the Australian curriculum and science education policy teacher identity the nature of scientific knowledge principles of assessment and understanding the role of ICT in science teaching and learning Featuring case studies and practical examples in each chapter this book provides pre service teachers with the understanding and tools to ensure their students are engaged and inspired in science education throughout their school years

The SAGE Handbook of Research on Teacher Education D. Jean Clandinin,Jukka Husu,2017-06-14 The SAGE Handbook of Research on Teacher Education offers an ambitious and international overview of the current landscape of teacher education research as well as

the imagined futures The two volumes are divided into sub sections Section One Mapping the Landscape of Teacher Education Section Two Learning Teacher Identity in Teacher Education Section Three Learning Teacher Agency in Teacher Education Section Four Learning Moral Ethical Responsibilities of Teaching in Teacher Education Section Five Learning to Negotiate Social Political and Cultural Responsibilities of Teaching in Teacher Education Section Six Learning through Pedagogies in Teacher Education Section Seven Learning the Contents of Teaching in Teacher Education Section Eight Learning Professional Competencies in Teacher Education and throughout the Career Section Nine Learning with and from Assessments in Teacher Education Section Ten The Education and Learning of Teacher Educators Section Eleven The Evolving Social and Political Contexts of Teacher Education Section Twelve A Reflective Turn This handbook is a landmark collection for all those interested in current research in teacher education and the possibilities for how research can influence future teacher education practices and policies Inclusive Pedagogy Across the Curriculum Joanne Deppeler, Tim Loreman, Lani Florian, Ron Smith, Chris Forlin, 2015-12-02 This volume focuses on an inclusive pedagogical approach for enhancing teaching and learning in key areas of curriculum including literacy mathematics science social studies and the arts

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