

# Understanding Science Teachers' Professional Knowledge Growth

Michel Grangeat (Ed.)



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# Understanding Science Teachers Professional Knowledge Growth

**Jicheng Xie**



## **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 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 **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 chapter s 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

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

**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 Williamette 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

**Science Teachers' Knowledge Development** Jan H. van Driel, 2021-11-29 In this volume Jan van Driel presents an overview of his research on the professional knowledge that science teachers develop and enact in their teaching to promote student understanding and engagement in science Using a selection of ten of his best publications van Driel explains his journey from a chemistry teacher to an international leader in research in science education He highlights collaborative projects with colleagues and students that have contributed to a better understanding of the nature of science teachers professional knowledge and how it develops in the context of teacher education and reforms of science education He discusses the impact of this research on the international research community and on the practice and policy of science education *Understanding and Developing Science Teachers' Pedagogical Content Knowledge* J. John Loughran, Amanda Berry, Pamala Mulhall, 2006-01-01 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

**Science Teachers' Knowledge Development** Jan H. van Driel, 2021-11-25 Jan van Driel presents an overview of his research on the professional knowledge that science teachers develop and enact in their teaching to promote student understanding and engagement in science **Annual Conference Proceedings** Science Teachers Association of Nigeria. Conference, 2005 Institute Journal of Studies in Education ,2002

*Science Teachers' Learning* National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Teacher Advisory Council, Board on Science Education, Committee on Strengthening Science Education through a Teacher Learning Continuum, 2015-12-15 Currently many states are adopting the Next Generation Science Standards NGSS or are revising their own state standards in ways that reflect the NGSS For students and schools the implementation of any science standards rests with teachers For those teachers an evolving understanding about how best to teach science represents a significant transition in the way science is currently taught in most classrooms and it will require most science teachers to change how they teach That change will require learning opportunities for teachers that reinforce and expand their knowledge of the major ideas and concepts in science their familiarity with a range of instructional strategies and the skills to implement those strategies in the classroom Providing these kinds of learning opportunities in turn will require profound changes to current approaches to supporting teachers learning across their careers from their initial training to continuing professional development A teacher's capability to improve students scientific understanding is heavily influenced by the school and district in which they work the community in which the school is located and the larger professional communities to which they belong Science Teachers Learning provides guidance for schools and districts on how best to support teachers learning and how to implement successful programs for professional development This report makes actionable recommendations for science teachers learning that take a broad view of what is

known about science education how and when teachers learn and education policies that directly and indirectly shape what teachers are able to learn and teach The challenge of developing the expertise teachers need to implement the NGSS presents an opportunity to rethink professional learning for science teachers Science Teachers Learning will be a valuable resource for classrooms departments schools districts and professional organizations as they move to new ways to teach science

**Designing Professional Development for Teachers of Science and Mathematics** Susan

Loucks-Horsley, 2003-02-14 This New Edition collects and brings together in one place what has been learned from professional developers efforts across the country in order to make the framework principles and strategies of the first edition come to life This edition deepens our understanding of professional development through further research and new resources The original purpose of this book to put a competent and caring teacher in every classroom has yet to be fulfilled and is more urgent now than ever The authors provide one stop shopping for busy practitioners that incorporates the most up to date research gleaned from the broadest possible research base as well as robust and rich descriptions of effective professional development programmes It incorporates the growing knowledge base about learning teaching the nature of science and mathematics professional development and change The authors scanned the field of professional development in mathematics and science over the last five years noting what has changed and what has not dissected the original framework updated examples incorporate what authors have learned as well as advances in the field This essential primer offers a framework that considers key inputs and combines strategies uniquely tailored to their environment and goals summarizes key knowledge and best practices provides guidance on assessing one s context describes strategies that go beyond most common workshops and institutes provides real life examples of how elements of the framework were used to create professional development initiatives offers references and resources for further exploration and inquiry Highlights of the Second Edition include New design framework that incorporates standards student learning data and evaluation techniques More guidance for assessing context using data More strategies for professional development including lesson study aligning and selecting curriculum and demonstration lessons Stronger real life examples including new uses of technology and data driven designs An essential resource for educators who design conduct and support professional development for teachers of mathematics and science including staff developers principals teacher leaders curriculum supervisors and leadership teams College and university faculty in education science and mathematics will also find this to be a useful compendium of ideas for improving mathematics and science education

**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

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**Education**, 1881 **Science Education International**, 1997 School Science and Mathematics, 1928 *The Development of Medical Education in Indiana* J. H. Brayton, 1929 *Participation and Entitlement in Educational Development* Donnie M. MacLeod, 2003 The editors present practitioner research projects illustrating the importance of several recurring themes entitlement inclusion partnership ownership participation and empowerment identified during the Botswana Inservicee and Preservice Project BIPP **American Educational Research Association Annual Meeting Program** American Educational Research Association, 2005



## Unveiling the Power of Verbal Artistry: An Psychological Sojourn through **Understanding Science Teachers Professional Knowledge Growth**

In some sort of inundated with screens and the cacophony of fast communication, the profound power and mental resonance of verbal artistry usually disappear into obscurity, eclipsed by the constant onslaught of noise and distractions. Yet, located within the musical pages of **Understanding Science Teachers Professional Knowledge Growth**, a fascinating function of fictional brilliance that impulses with raw feelings, lies an unforgettable journey waiting to be embarked upon. Composed by a virtuoso wordsmith, this mesmerizing opus guides visitors on an emotional odyssey, delicately exposing the latent potential and profound impact embedded within the complex internet of language. Within the heart-wrenching expanse with this evocative evaluation, we shall embark upon an introspective exploration of the book is central subjects, dissect its interesting writing style, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

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