



Edited by  
*Joel J. Mintzes, James H. Wandersec, & Joseph D. Novak*

# *Teaching Science for Understanding*

*A Human Constructivist View*



*A Volume in the Educational Psychology Series*

# Teaching Science For Understanding A Human Constructivist View

**Joel J. Mintzes, James H.  
Wandersee, Joseph D. Novak**



## **Teaching Science For Understanding A Human Constructivist View:**

**Teaching Science for Understanding** Joel J. Mintzes, James H. Wandersee, Joseph D. Novak, 2005-02-21 Teaching Science for Understanding **Teaching Science for Understanding** Joel J. Mintzes, James H. Wandersee, Joseph D. Novak, 2005 *Teaching Science for Understanding* Joel J. Mintzes, James H. Wandersee, Joseph Donald Novak, 2004-12-01 Science education has undergone a revolution in recent years shifting its emphasis from breadth and memorization to depth and understanding Teaching Science for Understanding begins with an overview of the changes in science education It then presents a review of each major instructional strategy information about how it is best used and the effectiveness of the strategies for understanding and retention of information The book presents the main strategies used to achieve this depth of understanding including the use of computer simulations small laboratories and journal writing and it discusses how to use each strategy at the elementary secondary and college level Presents an overview of changes in science education Discusses both teaching and learning strategies for better understanding Covers strategies for use at elementary secondary and college levels of teaching Reviews specialized teaching methods including computer simulations small labs and journal writing

**Assessing Science Understanding** Joel J. Mintzes, James H. Wandersee, Joseph D. Novak, 2005-08-22 Recent government publications like Benchmarks for Scientific Literacy and Science for all Americans have given teachers a mandate for improving science education in America What we know about how learners construct meaning particularly in the natural sciences has undergone a virtual revolution in the past 25 years Teachers as well as researchers are now grappling with how to better teach science as well as how to assess whether students are learning Assessing Science Understanding is a companion volume to Teaching Science for Understanding and explores how to assess whether learning has taken place The book discusses a range of promising new and practical tools for assessment including concept maps vee diagrams clinical interviews problem sets performance based assessments computer based methods visual and observational testing portfolios explanatory models and national examinations **Visual Data and Their Use in Science Education** Kevin D. Finson, Jon E. Pedersen, 2013-04-25 This book defines visual data in science education exploring its use across disciplines It examines brain processing of visual data conceptual frameworks and application in education from elementary to college It aims to create a coherent image of science teaching and learning with visual data [A Vision for Science Education](#) Roger Cross, 2004-08-02 One of the most important and consistent voices in the reform of science education over the last thirty years has been that of Peter Fensham His vision of a democratic and socially responsible science education for all has inspired change in schools and colleges throughout the world Often moving against the tide Fensham travelled the world to promote his radical ideology He was appointed Australia s first Professor of Science Education and was later made a Member of the Order of Australia in recognition of his work in this new and emerging field of study In this unique book leading science educators from around the world examine and discuss Fensham s key ideas Each describes how his arguments

proposals and recommendations have affected their own practice and extend and modify his message in light of current issues and trends in science education The result is a vision for the future of science teaching internationally Academics researchers and practitioners in science education around the world will find this book a fascinating insight into the life and work of one of the foremost pioneers in science education The book will also make inspiring reading for postgraduate students of science education

*Assessment in Science* Maureen McMahon,2006 If you want to learn about the latest research on assessment techniques that really work the ideal sourcebook is right here in your hands *Assessment in Science* is a collection of up to date reports by authors who are practicing K 16 classroom teachers and university based educators and researchers

**Chemical Education: Towards Research-based Practice** J.K. Gilbert,Onno de Jong,Rosária Justi,David F. Treagust,Jan H. van Driel,2003-01-31 Chemical education is essential to everybody because it deals with ideas that play major roles in personal social and economic decisions This text covers the relation between chemistry and chemical education and teaching and learning about chemical compounds and chemical change

**Essentials of Science Classroom Assessment** Xiufeng Liu,2009-01-13 A concise science assessment text that helps K 12 teachers master the effective science assessment methods that lead to improved student learning Presenting both traditional and innovative assessment methods integral to science teaching and learning *Essentials of Science Classroom Assessment* shows teachers the connection between effective science assessment and improved student learning The text uses a competence based approach consistent with the National Science Education Standards to help teachers master assessment skills apply them to science classroom instruction and evaluate their impact on student learning Key Features and Benefits Provides practical examples from both elementary and secondary science classrooms to demonstrate how to design a wide variety of traditional and innovative assessment methods Presents case scenarios in each chapter that help teachers reflect on the assessment issues they will encounter in their own classrooms Includes end of chapter checklists and practice questions that allow readers to check their mastery of assessment skills before moving on as well as annotated bibliographies that direct them to additional readings on topics of interest The Web based Student study site provides electronic flashcards practice quizzes alternative assessment tasks additional Web resources and abstracts identifying more than forty common K 12 student preconceptions of science topics

*Active Learning in College Science* Joel J. Mintzes,Emily M. Walter,2020-02-23 This book explores evidence based practice in college science teaching It is grounded in disciplinary education research by practicing scientists who have chosen to take Wieman s 2014 challenge seriously and to investigate claims about the efficacy of alternative strategies in college science teaching In editing this book we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence and to include practitioners who offer models of teaching and learning that meet the high standards of the scientific disciplines Our intention is to let these distinguished scientists speak for themselves and to offer authentic guidance to those who seek models of excellence Our primary audience consists of the thousands of

dedicated faculty and graduate students who teach undergraduate science at community and technical colleges 4 year liberal arts institutions comprehensive regional campuses and flagship research universities In keeping with Wieman s challenge our primary focus has been on identifying classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences The content is structured as follows after an Introduction based on Constructivist Learning Theory Section I the practices we explore are Eliciting Ideas and Encouraging Reflection Section II Using Clickers to Engage Students Section III Supporting Peer Interaction through Small Group Activities Section IV Restructuring Curriculum and Instruction Section V Rethinking the Physical Environment Section VI Enhancing Understanding with Technology Section VII and Assessing Understanding Section VIII The book s final section IX is devoted to Professional Issues facing college and university faculty who choose to adopt active learning in their courses The common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural objects and events Many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in recent years In this view learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base For most students that knowledge base is riddled with a host of na ve notions misconceptions and alternative conceptions they have acquired throughout their lives To a considerable extent the job of the teacher is to coax out these ideas to help students understand how their ideas differ from the scientifically accepted view to assist as students restructure and reconcile their newly acquired knowledge and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances Clearly this prescription demands far more than most college and university scientists have been prepared for

**Qualitative Inquiry in Geoscience Education Research** Anthony D. Feig, Alison Stokes, 2011 *Teaching Science for Understanding* James Joseph Gallagher, 2007 Offers middle and high school science teachers practical advice on how they can teach their students key concepts while building their understanding of the subject through various levels of learning activities

*A Constructivist Approach to the Study of Matter* Susan Hankins Fritzell, 2000

**Learning to Teach Science in the Secondary School** Lindsay Hetherington, Luke Graham, Darren Moore, 2024-06-27 Learning to Teach Science in the Secondary School is an indispensable guide to the process practice and reality of learning to teach science in a busy secondary school Written by experienced teachers and expert academics it explores core debates and topics in science education providing practical and insightful advice with research and theory to support your development as a teacher This fully updated fifth edition focuses on the knowledge and skills you will need to develop your science teaching including key approaches to teaching physics chemistry and biology lesson and curriculum planning and assessment There are also new chapters on Safety in science teaching The science of learning for teaching science Mathematics and learning science Science for social justice Inclusive and adaptive science teaching Making use of research practical guidance for science

teachers Written with university and school based initial teacher education in mind and including learning objectives lists of useful resources and specially designed tasks in every chapter Learning to Teach Science in the Secondary School offers all student and early career teachers accessible and comprehensive guidance to support the journey of becoming an effective science teacher *Annual Meeting Program American Educational Research Association, 2002* *Philosophy of Education Society (U.S.), 1999*

**Compendium of Science Demonstration-related Research from 1918 to 2008** David Michael Majerich, Joseph S. Schmuckler, Kathleen Fadigan, 2008 This compendium highlights a ninety year history of science education focused on how demonstrations have been used for the express teaching and learning of science at the high school college and university levels It is presented in three chapters a Experimental Studies Comparing the Lecture Demonstration Method and the Individual Laboratory Method of Teaching Science 1918 1989 b Further Types of Demonstration related Comparison Studies 1958 2008 and c More Recent Demonstration related Non Comparative Studies 1980 2008 Organization of the research in this manner revealed that an interest in investigating this type of research by science educators had and continues to evolve This work was constructed from an intense and nearly exhaustive review of the research While the authors believe that it can be misconstrued that the scholarly literature and empirical research are one in the same we can show that it is necessary to make a distinction between the two sources of information Upon review of the scholarly literature and empirical research on the demonstration topics a salient outcome is that these two bodies of information are only loosely corroborated From this point on we use the terms literature and research when referring to each of these bodies of information To begin we describe studies comparing the effectiveness of the methods of lecture demonstration and the individual laboratory The very early attempts 1918 1964 to determine the superiority of the lecture demonstration method over the individual laboratory method of teaching science and vice versa remained unresolved through the mid 1960s Cunningham 1946 suggested several reasons for the inconclusive nature of the results reported by researchers of lecture demonstration and individual laboratory comparison studies After carefully reviewing the studies up to 1946 he noted that there were numerous variables that should have remained fixed for the duration of the experiments Some of the variables that confounded the results of those investigations included the uncontrolled variables related to a the teacher b the complexity of experiments and apparatus c the time spent on each method d the amount of science studied by students and e the performer of the demonstrations Even after exacting a procedure to control for the teacher variable reported by Cunningham 1946 Yager et al 1969 were able to show that students who participated in a discussion demonstration group or discussion laboratory group developed more skills than those students who received science instruction via a discussion only method The results of Yager and his predecessors suggested that neither the demonstration method nor the laboratory method for the teaching and learning of science was superior From 1958 to 2008 investigations comprised of multiple demonstration related comparison studies were also unable to confirm the superiority of the

demonstration method for the teaching and learning of science as compared to other methods in each study For instance Oliver 1975 compared three methods of teaching high school biology lecture discussion a combination of lecture discussion and demonstration and demonstrations Initially although he determined that the lecture discussion method of teaching biology was noticeably superior in terms of biology content acquisition during the onset of the semester this result was ephemeral and dissipated at the termination of the following semester Comparing a self paced instructional method and a teacher demonstration method of teaching college chemistry Eniayeju 1983 concluded that students achievement scores were higher when they participated in the self paced program in *Teaching Science in Elementary and Middle School Classrooms* Joseph S. Krajcik, Charlene Lochbihler Czerniak, Carl F. Berger, 2003 This text provides an overview of current science teaching practices for the elementary and middle grades The authors top scholars in the field of science education believe that all children should develop an in depth and meaningful understanding of scientific concepts and processes To achieve this the text utilizes the Project Based Approach Project based science stresses that science teaching should emphasize the active engagement of students in science rather than teachers telling students information Each chapter has several Portfolio Activity boxes that provide active learning experiences or reflections for the student Like the first edition the text includes numerous strategies in each chapter that help both new and experienced teachers understand how to teach science in an active and engaging manner The text also shows teachers how to implement the National Science Education Standards NSES and constructivist strategies A NSES marginal feature keys content to the standards Moreover this textbook helps teachers learn how to implement all of today s major reforms not just read about them **Annual Meeting Program - American Educational Research Association** American Educational Research Association, 1997 Journal of Geoscience Education ,2006

## Embracing the Melody of Expression: An Mental Symphony within **Teaching Science For Understanding A Human Constructivist View**

In a world consumed by displays and the ceaseless chatter of fast transmission, the melodic elegance and emotional symphony created by the written word usually diminish into the background, eclipsed by the persistent noise and disruptions that permeate our lives. But, located within the pages of **Teaching Science For Understanding A Human Constructivist View** a marvelous literary prize overflowing with organic emotions, lies an immersive symphony waiting to be embraced. Crafted by a masterful musician of language, that charming masterpiece conducts readers on an emotional trip, skillfully unraveling the hidden melodies and profound affect resonating within each cautiously constructed phrase. Within the depths of this emotional assessment, we can investigate the book is central harmonies, analyze their enthralling writing type, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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