

FOURTH EDITION



# TEACHING SECONDARY SCIENCE

CONSTRUCTING MEANING AND DEVELOPING UNDERSTANDING

KEITH ROSS, LIZ LAKIN,  
JANET MCKECHNIE  
AND JIM BAKER

A David Fulton Book

# Teaching Secondary Science Constructing Meaning And Developing

**Keith Ross,Liz Lakin,Janet  
McKechnie,Jim Baker**



## **Teaching Secondary Science Constructing Meaning And Developing:**

Teaching Secondary Science Keith Ross, Liz Lakin, Janet McKechnie, Jim Baker, 2015-06-19 The fourth edition of Teaching Secondary Science has been fully updated and includes a wide range of new material This invaluable resource offers a new collection of sample lesson plans and includes two new chapters covering effective e learning and advice on supporting learners with English as a second language It continues as a comprehensive guide for all aspects of science teaching with a focus on understanding pupils alternative frameworks of belief the importance of developing or challenging them and the need to enable pupils to take ownership of scientific ideas This new edition supports all aspects of teaching science in a stimulating environment enabling pupils to understand their place in the world and look after it Key features include Illustrative and engaging lesson plans for use in the classroom Help for pupils to construct new scientific meanings M level support materials Advice on teaching difficult ideas in biology chemistry physics and earth sciences Education for sustainable development and understanding climate change Managing the science classroom and health and safety in the laboratory Support for talk for learning and advice on numeracy in science New chapters on e learning and supporting learners with English as a second language Presenting an environmentally sustainable global approach to science teaching this book emphasises the need to build on or challenge children s existing ideas so they better understand the world in which they live Essential reading for all students and practising science teachers this invaluable book will support those undertaking secondary science PGCE school based routes into teaching and those studying at Masters level Teaching Secondary Science Keith Ross, Liz Lakin, Peter Callaghan, 2000 This text provides a new approach to science teaching for student teachers newly qualified and established science teachers wishing to re examine their practice The authors take full account of the new orders for the ITT national curriculum in science and ICT and address the need for all new teachers to meet the four standards required for NQT status including scientific subject knowledge The book acknowledges the need for teachers to teach and learners to be given time to reconstruct this meaning for themselves **Science Learning, Science Teaching** Jerry Wellington, Gren Ireson, 2012-12-06 First Published in 2008 Routledge is an imprint of Taylor Francis an informa company The School Science Review ,2004 **Making Sense of Secondary Science** James Driver, 2013-01-11 What ideas do children hold about the natural world How do these ideas affect their learning of science When children begin secondary school they already have knowledge and ideas about many aspects of the natural world from their experiences both in primary classes and outside school These ideas contribute to subsequent learning and research has shown that teaching is unlikely to be effective unless it takes learners perspectives into account Making Sense of Secondary Science Research into Children s Ideas provides a concise accessible summary of the research that has been done internationally in this area The research findings are arranged in three main sections life and living processes materials and their properties and physical processes Much of this material has hitherto been difficult to access and its publication in this convenient form

will be welcomed by all science teachers both in initial training and in schools who want to deepen their understanding of how their children think

***Making Sense of Secondary Science*** Rosalind Driver, Ann Squires, Peter Rushworth, Valerie Wood-Robinson, 2014-09-19 What ideas do children hold about the natural world How do these ideas affect their learning of science Young learners bring to the classroom knowledge and ideas about many aspects of the natural world constructed from their experiences of education and from outside school These ideas contribute to subsequent learning and research has shown that teaching of science is unlikely to be effective unless it takes learners perspectives into account Making Sense of Secondary Science provides a concise accessible summary of international research into learners ideas about science presenting evidence based insight into the conceptions that learners hold before and even despite teaching With expert summaries from across the science domains it covers research findings from life and living processes materials and their properties and physical processes This classic text is essential reading for all trainee secondary elementary and primary school science teachers as well as those researching the science curriculum and science methods who want to deepen their understanding of how learners think and to use these insights to inform teaching strategies It also provides a baseline for researchers wishing to investigate contemporary influences on children s ideas and to study the persistence of these conceptions Both components of Making Sense of Secondary Science this book and the accompanying teacher s resource file Making Sense of Secondary Science Support materials for teachers were developed as a result of a collaborative project between Leeds City Council Department of Education and the Children s Learning in Science Research Group at the University of Leeds UK

**Teaching Secondary School Science** Leslie W. Trowbridge, Rodger W. Bybee, Janet Carlson-Powell, 2004 Merrill Education invites you to rediscover Teaching Secondary School Science Strategies for Developing Scientific Literacy Eighth Edition Still reflecting the latest in learning theory inquiry and professional development this text has new pedagogy that makes it even easier for students to incorporate the hands on practical activities and exercises in their own classrooms Unique Features Engage your students with Teaching Science Activity features Investigating Science Teaching Engaging in Action Research and Experiencing Ethical Analysis Located at the ends of the chapters they provide an opportunity for students to experience science for themselves Icons highlight new integrated technology resources Discussions of technology have been updated and woven throughout the text including Technology margin notes that encourage students to visit the text s website at [www.prenhall.com/trowbridge](http://www.prenhall.com/trowbridge) for further research and supplemental science activities Guest Editorials showcase real preservice and inservice science teachers These editorials appear throughout the text to help illustrate concepts and provide real world context for students

**Constructing Chemistry** Perry C. Minamide, 1995

**The British National Bibliography** Arthur James Wells, 2000

**Teaching Science as Investigations** Richard Moyer, Jay K. Hackett, Susan A. Everett, 2007 This book provides teachers with a series of carefully developed 5 E inquiry lesson models The lessons are standards based and organized to provide a sequential

development of physical life and earth space science concepts appropriate to use directly with students in K 8 classrooms Each lesson series focuses on one element of science teaching Learning how to teach science is thus embedded in the context of authentic learning cycle lessons *Science Instruction in the Middle and Secondary Schools* Eugene L.

Chiappetta,Thomas R. Koballa,2006 For science instruction in middle and secondary schools On Reserve for Edu 427

**Teacher Enhancement for Elementary and Secondary Science and Mathematics** ,1994 Meaning Making in Secondary Science Classrooms Eduardo Fleury Mortimer,Philip Scott,Phil Scott,2003 Based on sociocultural principles found in the work of theorists such as Vygotsky and Bakhtin this book focuses on the ways in which the different interactions between teachers and students contribute to meaning making and learning book cover **Becoming a Secondary School Science Teacher** Jazlin V. Ebenezer,Sharon M. Haggerty,1999 This book provides a comprehensive survey of strategies developed to promote authentic meaningful science learning The book includes a wide ranging review of educational theories and practices as well as many useful science lessons and assessment strategies *Science for All Children* Ralph E. Martin,1998 Grade level 1 2 3 4 5 6 7 e p i t **Meaning Making In Secondary Science Classrooms** Mortimer, Eduardo,Scott, Philip,2003-09-01 This book focuses on the talk of science classrooms and in particular on the ways in which the different kinds of interactions between teachers and students contribute to meaning making and learning Central to the text is a new analytical framework for characterising the key features of the talk of school science classrooms This framework is based on sociocultural principles and links the work of theorists such as Vygotsky and Bakhtin to the day to day interactions of contemporary science classrooms Teaching Science Creatively in the Secondary Schools Nathan Seymour Washton,1967 Handbook of Research on Teacher Education John P. Sikula,Association of Teacher Educators,1996 In 1990 the first edition of the Handbook of Research on Teacher Education offered a comprehensive introduction to research based reform in the classroom emphasizing the need to create effective educational models in direct response to the evolving needs of different school settings Six years later as research based reform continues to strike a balance between the academic theories and classroom realities of our nation s schools the second edition of the Handbook seeks to balance the transitory nature of a career in education with the long term commitment such a career entails *Teaching Science* ,2006 Teaching Language Arts, Math, & Science to Students with Significant Cognitive Disabilities Diane M. Browder,Fred Spooner,2006 Going beyond functional and access skills this groundbreaking text shows educators how to make the general curriculum accessible and help students progress in academic content areas

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