

Jenny Byrne
Jane Sharp

Using ICT in Primary Science Teaching



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Using Ict In Primary Science Teaching

John Sears, Pete Sorenson



Using Ict In Primary Science Teaching:

EBOOK: Teaching and Learning Primary Science with ICT Paul Warwick, Elaine Wilson, Mark Winterbottom, 2006-08-16 This book provides a range of insights into pupils learning relevant to the use of information and communications technology ICT in primary science The contributors who are all experts in their field draw on practical and theoretical perspectives and Provide specific examples of software and hardware use in the classroom Consider innovative and creative uses of technology for pupils engaged in science activity in the primary and early years Indicate future possibilities for the use of computer based technologies Key themes running through the book include setting the use of ICT in primary science within theoretical perspectives on learning and on pedagogy the importance of using ICT in developing talking and listening opportunities in the science classroom and the potential of learning through ICT enhanced science investigations Contemporary issues such as inclusion creativity and collaborative learning are also examined making Teaching and Learning Primary Science with ICT essential reading for students in science education and for teachers who want to use new technology to improve learning in their science classrooms

Using ICT in Primary Science Teaching Jenny Byrne, Jane Sharp, 2002 Trainee teachers and NQTs wanting to consider imaginative ways in which ICT can be used when teaching science will find this book helpful and easy to use It suggests where when why and how ICT can be used to extend all children s learning and contains ideas suggestions and starting points for ICT activities which will engage children and develop teachers own professional practice

Science and ICT in the Primary School John Meadows, 2012-12-06 With a strong focus on helping children to learn the big ideas in science this book provides detailed and practical guidance on how to use ICT to support creative science teaching Emphasizing learning science through the technology rather than from it the book strikes a good balance between practical and academic dimensions through practical suggestions on how to plan schemes of work and lessons case studies that highlight how ICT can be incorporated into cross curricular themes of study examples of real science lessons advice on organizing learning in out of school settings Written with the standards for achieving qualified teacher status in mind this user friendly text is a vital resource for all students on initial teacher training courses and newly qualified teachers at primary level

Primary Science: Teaching Theory and Practice John Sharp, Graham Peacock, Rob Johnsey, Shirley Simon, Robin Smith, Alan Cross, Diane Harris, 2020-12-16 All you need to know about the theory and practice of teaching primary science If you are training to be a primary school teacher a knowledge of the primary science curriculum is not enough you need to know HOW to teach science in primary schools This is the essential teaching theory and practice text for primary science It takes a focused look at the practical aspects of teaching and covers the important skills of classroom management planning monitoring and assessment and relates them specifically to primary science This new edition now includes a new chapter on creative curriculum approaches

Issues in Science Teaching John Sears, Pete Sorenson, 2005-08-18 Issues in Science Teaching covers a wide range of important issues which will interest

teachers at all phases in the education system The issues discussed include the nature and purposes of science education in a multicultural society including the idea of science for all the role and purposes of investigational work in science education assessment curriculum progression and pupil attitudes to their science experience supporting basic skills development in literacy numeracy and ICT through science teaching supporting cross curricular work through science teaching taking account of individual differences including ability special needs learning style and the case for inclusion The articles are strongly based on current research and are intended to stimulate and broaden debate among the readers Written by practising science educators and teachers this book offers new and interesting ways of developing science education at all levels

How Finns Learn Mathematics and Science ,2007-01-01 The Finnish students success in the first PISA 2000 evaluation was a surprise to most of the Finns and even people working in teacher education and educational administration had difficulties to believe that this situation would continue Finland s second success in the next PISA 2003 comparison has been very pleasing for teachers and teacher educators and for education policymakers The good results on the second time waked us to think seriously on possible reasons for the success Several international journalists and expert delegations from different countries have asked these reasons while visiting in Finland Since we had no commonly acceptable explanation to students success we decided at the University of Helsinki to put together a book How Finns Learn Mathematics and Science in order to give a commonly acceptable explanation to our students success in the international PISA evaluations The book tries to explain the Finnish teacher education and school system as well as Finnish children s learning environment at the level of the comprehensive school and thus give explanations for the Finnish PISA success The book is a joint enterprise of Finnish teacher educators The explanations for success given by altogether 40 authors can be classified into three groups Teacher and teacher education school and curriculum and other factors like the use of ICT and a developmental project LUMA The main result is that there is not one clear explanation although research based teacher education seems to have some influence But the true explanation may be a combination of several factors

ICT and Primary Science Nick Easingwood,John Williams,2003-12-16 Written for practising and student teachers this hands on guide demonstrates how ICT can be used to support investigative primary science including databases and spreadsheets data logging control technology and choosing and using software

A Guide to Teaching Practice Louis Cohen,Lawrence Manion,Keith Morrison,Dominic Wyse,2010-06-17 A Guide to Teaching Practice is the major standard text for all students on initial teacher training courses in the UK Authoritative yet accessible it covers the important basic skills and issues that students need to consider during their practice such as planning classroom organization behaviour management and assessment The book s focus on the quality of teaching and learning and consideration of the latest regulations and guidelines ensures that it fits comfortably within TTA and OfSTED frameworks In addition comprehensively revised and fully updated this fifth edition features brand new chapters on the foundation stage legal issues learning and teaching and using ICT in the classroom as well as new

material on numeracy literacy children s rights progress files and gifted and talented children This book is the most respected and widely used textbook for initial teacher training courses and will be an essential resource for any student teacher

Children as Writers. 4 ,1977 **Children as Writers. 4** John Stringer,1977 **Using ICT To Support Teachers in Primary Schools** Lydia Plowman,Alison Leakey,Wynne Harlen,2000 This document evaluates the second phase of the Science Online Support Network SOLSN Project The SOLSN Project supports primary teachers in professional development improving standards of science teaching and learning and improving continuity for students across the elementary and early secondary grades This report evaluates the project which took place between November 1999 and April 2000 YDS **A Model of Teacher Professional Development** Susan Rodrigues,2005 Teacher professional development is usually directed and governed by three agents politics pedagogy and innovation The book begins by considering existing literature and ideas on teacher professional development Chapter two briefly outlines some of the issues in science education that are of relevance to primary school science while also examining the PIPS model of teacher professional development Subsequent chapters focus on the methodology employed by the project including details of the evaluation as the data collected was instrumental in determining influential facets of the project The following chapters explore the notion of readiness risk reflection recognition resource and relevance These were deemed to be key elements that contributed to the success of the project in terms of promoting professional development and in terms of seeing tangible change in classroom practice There is a short chapter which outlines some of the other project findings and the book concludes with a chapter on the need and challenge for dynamic teacher professional development programmes that work in partnership with teachers rather than deliver things for teachers

Primary Science: Extending Knowledge in Practice Judith Roden,Hellen Ward,Hugh Ritchie,2007-10-12 Still the biggest concern for many on initial teacher training courses is the acquisition of subject knowledge and the ability to translate that into effective teaching This book addresses this building on the core subject knowledge covered in the Achieving QTS series and relating it to classroom practice It supports trainees in extending and deepening their knowledge of Science and demonstrating how to apply it to planning and implementing lessons Practical and up to date teaching examples are used to clearly contextualize subject knowledge A clear focus on classroom practice helps trainees to build confidence and develop their own teaching strategies

Using I.C.T. Tools to Facilitate the Teaching and Learning of Primary Science Breeda Meleady,2000 EBOOK: Teaching Secondary Science with ICT Roy Barton,2004-06-16 This book takes a practical approach to improving secondary science education with the use of Information and Communication Technology ICT while considering the broader educational issues that inform and underpin the approach The material is presented from a teacher s perspective and explores issues such as the selection of resources lesson planning the impact of ICT on classroom organization and how ICT affects assessment With topics ranging from using the Internet in school science to handling and interpreting data Teaching Secondary Science with ICT is invaluable in helping

teachers to make the most effective use of the ICT tools available to them This practical book is essential reading for anyone involved in science education including trainee teachers practising science teachers and their tutors and mentors It is particularly useful to support a school science department s internal professional development programme

Teaching Science ,2008 Science Education International ,2005 *Primary ICT* Jane Sharp,2002 This book helps trainee and newly qualified teachers to familiarise themselves with ICT and its uses in the primary classroom ICT support for teaching and learning within the core subjects is discussed together with ethical issues and health and safety legislation associated with its use and methods for improving teachers own professional development Each chapter includes guided activities and links with recent research as well as clear links with the Professional Standards for QTS the pupils National Curriculum and the Schemes of Work for ICT at Key Stages 1 and 2

Using ICT in Inquiry-Based Science Education Geraldo W. Rocha Fernandes,António M. Rodrigues,Carlos Alberto Rosa Ferreira,2019-05-21 This book analyzes the main Information and Communication Technologies ICT used in science education and the main theoretical approaches that support science education mediated by ICT in order to show how digital technologies can be employed in Inquiry Based Science Education It presents the results of a comprehensive review of studies focusing both on the use and effects of digital technologies in science education and on the different theoretical approaches that support the use of ICTs in science teaching By doing so the book provides a useful summary of the current research in the field and a strong analysis of its limitations It concludes that there are few studies that report strategies and didactics for the practical use of ICT in science classes and that the use of ICT in science education can t be seen as an isolated action without a theoretical basis to support it Based on these conclusions the volume identifies the main ICTs used in inquiry activities the mainsteps in inquiry activities used in science education and their approaches to the use of ICT It shows that the use of ICT in Inquiry Based Science Education allows students to develop more active work styles improved attitudes towards science better conceptual and theoretical understanding improved reasoning better modelling capabilities and improved teamwork along with improvements in other abilities Using ICT in Inquiry Based Science Education will be a valuable resource for science teachers and science teacher educators looking for an introductory text that presents an overview of the scientific research analyzing the implementation of digital technologies in science teaching and that provides useful insights to all educators interested in using digital technologies to introduce their students in the world of scientific inquiry and research

Proceedings of the 46th Annual Conference 2005 Science Teachers Association of Nigeria. Annual Conference,2005*

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