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International Journal of Science Education, Volume 42, Issue 12 (2020) Articles - Article. Teaching for conceptual change in preschool science: relations among teachers' professional beliefs, knowledge, and instructional practice. Miriam Leuchter , Henrik Saalbach , Ueli Studhalter & Annette Tettenborn .

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With the increasing focus on science education, growing attention is being paid to how science is taught. Educators in science and science-related disciplines are recognizing that distance delivery opens up new opportunities for delivering information, providing interactivity, collaborative opportunities and feedback, as well as for increasing access for students. This book presents the guidance of expert science educators from the US and from around the globe. They describe key concepts, delivery modes and emerging technologies, and offer models of practice. The book places particular emphasis on experimentation, lab and field work as they are fundamentally part of the education in most scientific disciplines. Chapters include: * Discipline methodology and teaching strategies in the specific areas of physics, biology, chemistry and earth sciences. * An overview of the important and appropriate learning technologies (ICTs) for each major science. * Best practices for establishing and maintaining a successful course online. * Insights and tips for handling practical components like laboratories and field work. * Coverage of breaking topics, including MOOCs, learning analytics, open educational resources and m-learning. * Strategies for engaging your students online. A companion website presents videos of the contributors sharing additional guidance, virtual labs simulations and various additional resources.

Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

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Next Generation Science Standards identifies the science all K-12 students should know. These new standards are based on the National Research Council's A Framework for K-12 Science Education. The National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve have partnered to create standards through a collaborative state-led process. The standards are rich in content and practice and arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education. The print version of Next Generation Science Standards complements the nextgenscience.org website and: Provides an authoritative offline reference to the standards when creating lesson plans Arranged by grade level and by core discipline, making information quick and easy to find Printed in full color with a lay-flat spiral binding Allows for bookmarking, highlighting, and annotating

"This book explores inquiry-based science education. It also explores the collaboration between twelve higher education institutions developing and delivering high quality professional development for science teachers through one model"--

Building on the foundation set in Volume I:a landmark synthesis of research in the field/Volume II is a comprehensive, state-of-the-art new volume highlighting new and emerging research perspectives. The contributors, all experts in their research areas, represent the international and gender diversity in the science education research community. The volume is organized around six themes: theory and methods of science education research; science learning; culture, gender, and society and science learning; science teaching; curriculum and assessment in science; science teacher education. Each chapter presents an integrative review of the research on the topic it addresses/pulling together the existing research, working to understand the historical trends and patterns in that body of scholarship, describing how the issue is conceptualized within the literature, how methods and theories have shaped the outcomes of the research, and where the strengths, weaknesses, and gaps are in the literature. Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research, the Handbook of Research on Science Education, Volume II is an essential resource for the entire science education community.

Consistent with international trends, there is an active pursuit of more engaging science education in the Asia-Pacific region. The aim of this book is to bring together some examples of research being undertaken at a range of levels, from studies of curriculum and assessment tools, to classroom case studies, and investigations into models of teacher professional learning and development. While neither a comprehensive nor definitive representation of the work that is being carried out in the region, the contributions/from China, Hong Kong, Taiwan, Korea, Japan, Singapore, Australia, and New Zealand/give a taste of some of the issues being explored, and the hopes that researchers have of positively influencing the types of science education experienced by school students. The purpose of this book is therefore to share contextual information related to science education in the Asia-Pacific region, as well as offering insights for conducting studies in this region and outlining possible questions for further investigation. In addition, we anticipate that the specific resources and strategies introduced in this book will provide a useful reference for curriculum developers and science educators when they design school science curricula and science both pre-service and in-service teacher education programmes. The first section of the book examines features of science lessons and learning, and includes studies investigating the processes associated with science conceptual learning, scientific inquiry, model construction, and students' attitudes towards science. The second section focuses on teachers and teaching. It discusses some more innovative teaching approaches adopted in the region, including the use of group work, inquiry-based instruction, developing scientific literacy, and the use of questions and analogies. The third section reports on initiatives related to assessments and curriculum reform, including initiatives associated with school-based assessment, formative assessment strategies, and teacher support accompanying curriculum reform. The Open Access version of this book, available at http://www.taylorfrancis.com/books/e/9781315717678, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license.

Data Science in Education Using R is the go-to reference for learning data science in the education field. The book answers questions like: What does a data scientist in education do? How do I get started learning R, the popular open-source statistical programming language? And what does a data analysis project in education look like? If you're just getting started with R in an education job, this is the book you'll want with you. This book gets you started with R by teaching the building blocks of programming that you'll use many times in your career. The book takes a "learn by doing" approach and offers eight analysis walkthroughs that show you a data analysis from start to finish, complete with code for you to practice with. The book finishes with how to get involved in the data science community and how to integrate data science in your education job. This book will be an essential resource for education professionals and researchers looking to increase their data analysis skills as part of their professional and academic development.

In Staying Online, one of our most respected online learning leaders offers uncommon insights into how to reimagine digital higher education. As colleges and universities increasingly recognize that online learning is central to the future of post-secondary education, faculty and senior leaders must now grapple with how to assimilate, manage, and grow effective programs. Looking deeply into the dynamics of online learning today, Robert Ubell maps its potential to boost marginalized students, stabilize shifts in retention and tuition, and balance nonprofit and commercial services. This impressive collection spans the author's day-to-day experiences as a digital learning pioneer, presents pragmatic yet forward-thinking solutions on scaling up and digital economics, and prepares managers, administrators, provosts, and other leaders to educate our unsettled college students as online platforms fully integrate into the mainstream.

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