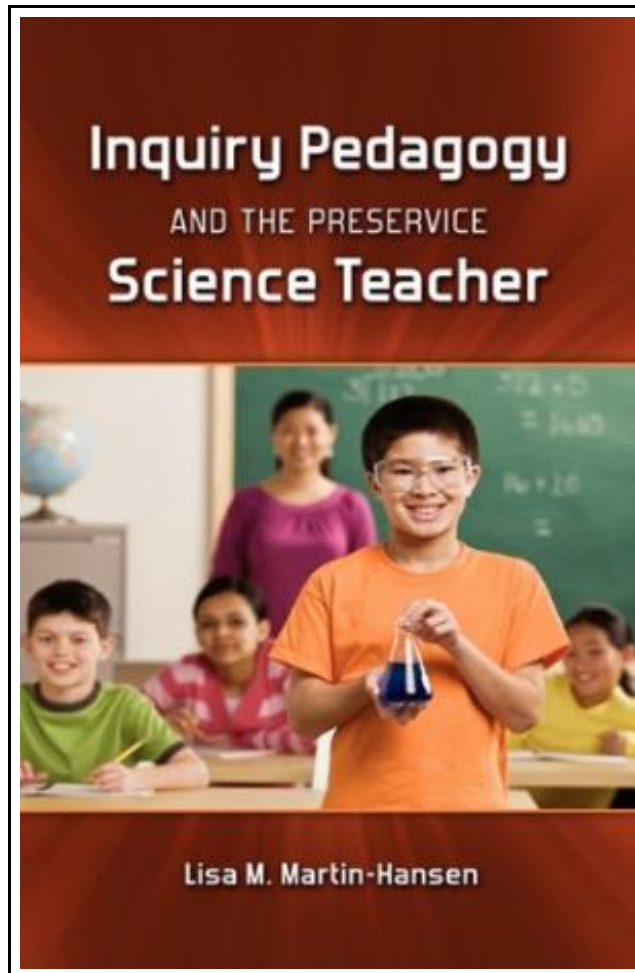


Inquiry Pedagogy and the Preservice Science Teacher (Hardback)



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(Dr. Rowena Wiegand)

INQUIRY PEDAGOGY AND THE PRESERVICE SCIENCE TEACHER (HARDBACK)



Cambria Press, United States, 2009. Hardback. Book Condition: New. New.. 218 x 145 mm. Language: English . Brand New Book ***** Print on Demand *****.Inquiry pedagogy was promoted heavily by John Dewey in the early 1900s as he described how students should not only learn about science, but also participate in problem-solving and scientific practices as part of their education. Sixty years later, the National Science Education Standards (NSES) were published (National Research Council, 1996) echoing Dewey's recommendations for educators to teach science less didactically and to include the development of critical thinking in a variety of ways - including scientific inquiry. The NSES (pg. 31) stated, Inquiry into authentic questions generated from student experiences is the central strategy for teaching science. Despite emphasis placed upon inquiry teaching practices in the ebb and flow of conversations over the last century, science educators still struggle to move current and future educators to a place where inquiry pedagogy is a regular part of what happens as part of science learning in the classroom. This is a multifaceted issue facing us with factors inhibiting inquiry teaching practices including the lack of prior experiences learning through inquiry, the pressures of high-stakes standardized tests that seemingly do not support inquiry learning, and other school culture issues that exist. Most science majors who are inspired to become teachers of children learning science have experienced very didactic or traditional forms of learning throughout their educational careers. These science majors, a relatively small group of U.S. students, have experienced a type of success in learning about science that is not necessarily paralleled by their peers who were not successful in science classes. This dilemma poses a problem for science educators as we work to include science for all Americans making science accessible to all students - not...



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