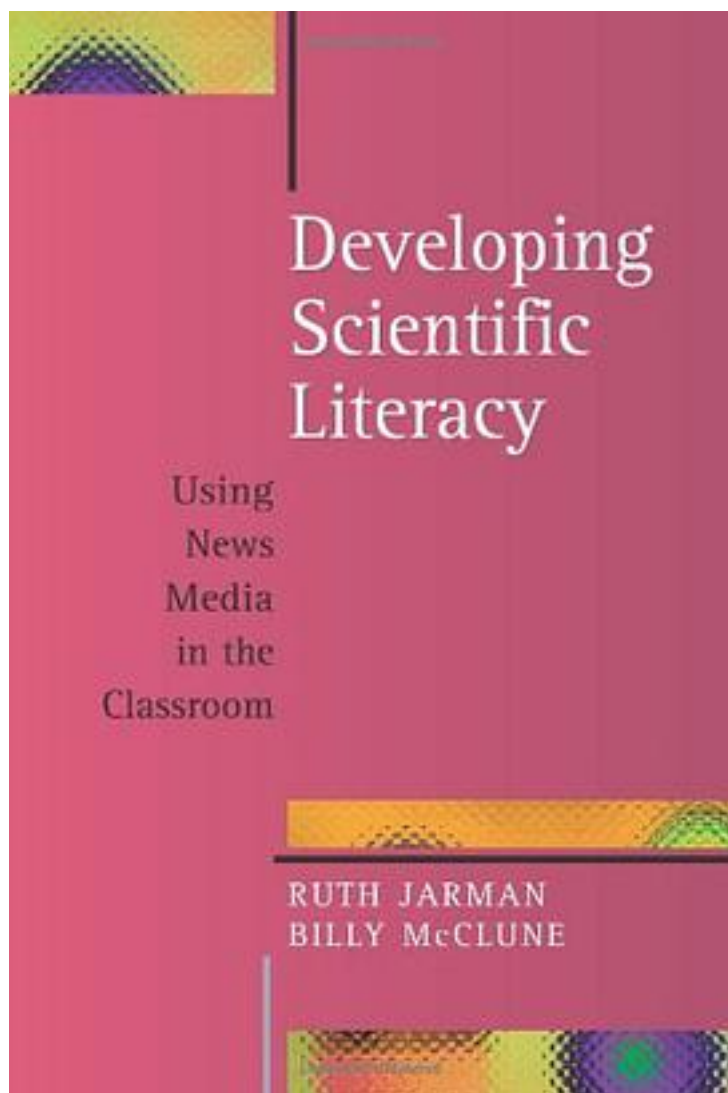


Developing Scientific Literacy



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'Throughout the book, all the ideas, content, suggestions and arguments are supported by in-depth research and solid referencing, making this an authoritative, yet eminently readable, reference volume for current and would-be secondary science teachers' - "School Science Review". Science-related news stories have great potential as a resource for teaching and learning about science and its impact on society. By demonstrating the relevance of the subject in everyday life, they can form a valuable bridge between the school classroom and the 'real world'. Worldwide, those advocating science education reform stress the need to promote 'scientific literacy' among young people and typically this includes equipping students to critically engage with science reports in the media. However, very little guidance exists for those who wish to do so. "Developing Scientific Literacy" addresses this gap, offering a much-needed framework for teachers wishing to explore 'science in the media' in secondary schools or colleges. It suggests how teachers across a number of subject areas can collaborate to promote among young people an aptitude and ability to engage thoughtfully with science in the media. Drawing on research and development work, the authors: describe key characteristics of science news reporting; discuss its potential as a resource for teaching and learning about science and for developing young people's criticality in respect of such reports; and, identify appropriate instructional objectives and suggest activities through which these might be achieved. This timely book is a source of valuable ideas and insights for all secondary science teachers. It will also be of interest to those with responsibilities for initial teacher training and continuing professional development.

作者介绍:

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