



INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

Zvyšování kvality vzdělávání učitelů přírodovědných předmětů

The Nature of Science and Scientific Literacy: Some thoughts about its place in the English school science curriculum, and the implications for teacher training

The National Curriculum in Science has evolved since its inception to include more material under the heading The Nature of Science. Such material covers areas like ideas and evidence in science, scientific controversies, scientific work being influenced by social, historical, moral and spiritual contexts, and the power and limitations of science in addressing industrial, social and environmental questions. The most recent curriculum change, (September, 2006), has given emphasis to scientific literacy as a core requirement at KS4. These changes have significant implications for the style of teaching and learning taking place in science classrooms, and consequently for the curriculum used in the preparation of trainee teachers. In this presentation we will explore some of the content used in the training of science teachers at Sunderland University which address these areas of National Curriculum requirements. In particular we will consider content which addresses the development of scientific ideas, scientific controversies and how scientists work, by considering the lives of scientists.