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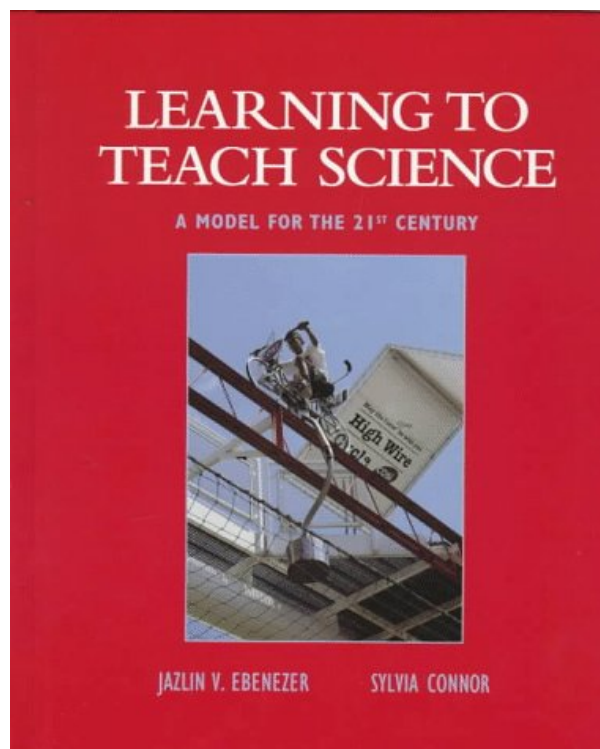

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Intended for Elementary (K-6) Science Methods courses.

- This text emphasizes the value of consciously incorporating children's ideas and views in developing scientific literacy. Preservice teachers thus explore how science teaching and learning, based on prior conceptions and experiences, supports a more authentic way to generate scientific literacy. The teaching and learning approaches suggested by this text are founded on current philosophical, psychological, and socio-linquistic theories of learning.
- The text thoroughly describes the use of a four-phase common-knowledge construction model. The interactive phases of this model include: 1) Exploring and categorizing children's conceptions to determine their multifaceted ideas on which teachers can develop science lessons. 2) Constructing and negotiating meaning to develop shared knowledge and understanding using inquiry activities. 3) Translating and extending personal and social relevance of science knowledge using Science Technology Society (STS) and problem-solving models. 4) Reflecting and assessing for conducting on-going assessments and encouraging children to reflect on their learning.

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