

RECONCEPTUALIZING THE NATURE OF SCIENCE FOR SCIENCE EDUCATION : SCIENTIFIC KNOWLEDGE, PRACTICES AND OTHER FAMILY CATEGORIES PDF BOOK

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Reconceptualizing the Nature of Science for Science Education 2014-08-20 Sibel Erduran,Zoubeida Dagher Science Scientific Knowledge, Practices and Other Family Categories

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Prompted by the ongoing debate among science educators over 'nature of science', and its importance in school and university curricula, this book is a clarion call for a broad re-conceptualizing of nature of science in science education. The authors draw on the 'family resemblance' approach.

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Reconceptualizing the Nature of Science for Science Education

The conceptual basis of the expanded FRA is described and justified in this article based on a detailed account published elsewhere (Erduran and Dagher in Reconceptualizing the nature of science for science education: scientific knowledge, practices and other family categories.

Reconceptualizing the Nature of Science for Science Education

Second, a focus on practices (in the plural) avoids the mistaken impression that there is one distinctive approach common to all science—a single "scientific method"—or that uncertainty is a universal attribute of science.

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One account of NOS is based on the family resemblance approach (FRA) developed by Erduran and Dagher (Reconceptualizing the nature of science for science education: scientific knowledge, practices.

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