

## Daily Science Practice

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this practical guide to promoting and developing independent learning is presented in a mixed format using both diagrammatic and textual stimulus it offers tips and suggestions to achieve effective teaching and learning and raises standards by enabling the pupil to become independent and

responsible for their own learning autonomous in their thinking and creative and critical in their understanding liz lakin describes a progression away from dependency on the classroom teacher whose role changes readily from teacher to facilitator drawing on practice based research she introduces the skills and processes associated with independent learning through established strategies such as assessment for learning the use of active learning techniques problem solving activities and peer assessment each chapter presents tried and tested ideas strategies and activities for the development of higher order skills such as application synthesis evaluation and reflection to use with pupils across the dependency spectrum several relate to the higher levels of attainment and are therefore applicable at key stage 3 the effectiveness of teacher pupil feedback and the role of homework form a significant focus for the latter part of the book a truly thought provoking interactive book with a difference that takes teachers on a learning journey it encourages us to reflect on how we learn how our pupils learn and what the collective implications for effective teaching and helping pupils to construct their learning are reading and actively engaging with this book is indeed a learning journey invaluable to practitioners the text contains many invaluable references and deals with topics such as the value of homework how people learn and how people respond to techniques addressee to hem in learning situations an essential reading for practicing teachers and particularly students in training and their tutors dr sue dale tunnicliffe senior lecturer in science education institute of education university of london uk there has never been a time when independent learning is more important in school science in developing independent learning in science liz lakin challenges the reader to examine how they teach science and why pupils respond as they do the result is a book that should be of great value to those who teach science to 7 12 year olds and to science educators in general a particular strength is the way the author interweaves rigorous thinking about learning with activities for the reader to help them engage with the text in addition there is a mass of useful thinking in here and plenty of classroom suggestions the book is worth reading simply for the honesty

of the how not to climb helvellyn case study michael j reiss professor of science education institute of education university of london uk in this book liz lakin involves the readers in the kind of independent learning that she is describing and advocating it should enable practising teachers to stand back from their work to consider why we want children to learn in a certain way as well as providing useful ideas about how to do it it is written in a personal and engaging style and is a unique addition to books on science teaching wynne harlen obe phd visiting professor of education university of bristol uk

this book offers an insight into the research and practices of science teaching and learning in the singapore classroom with particular attention paid to how they map on to science as inquiry it provides a spectrum of singapore's science educational practices through all levels of its education system detailing both successes and shortcomings the book features a collection of research and discourse by science educators in singapore organized around four themes that are essential components of approaching science as inquiry teachers ideas and their practices opportunities and constraints from a systemic level students competencies and readiness to learn through inquiry and the need for greater awareness of the role of informal learning avenues in science education in addition the discourse within each theme is enriched by commentary from a leading international academic which helps to consolidate ideas as well as position the issues within a wider theoretical and international context overall the papers set out important contexts for readers to understand the current state of science education in singapore they also highlight strengths and gaps in practices of science as inquiry as well as provide suggestions about how the system can be improved these research findings are therefore helpful as they provide honest and evidence based feedback as well as tangible and doable ideas that policy makers teachers students and school administrators can adopt adapt and enhance

this edited volume presents groundbreaking research in science education focusing on the intersection of science and cultural heritage showcasing 23 high quality studies it draws from presentations at the 15th biennial esera conference held in cappadocia t rkiye organized by hacettepe university gazi university and nev ehir hac  bekta  veli university under the theme connecting science education with cultural heritage the chapters offer fresh perspectives on advancing science education literature from diverse viewpoints with contributions spanning continents this book delivers an exceptional collection of international studies featuring original and rigorous methodologies scholars and researchers in science education will find this compilation an invaluable resource making it a vital addition to academic libraries worldwide

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