



## **Making Sense of Secondary Science: Research into children's ideas (Routledge Education Classic Edition)**

*By Rosalind Driver, Ann Squires, Peter Rushworth, Valerie Wood-Robinson*

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**What ideas do children hold about the natural world?**

**How do these ideas affect their learning of science?**

Young learners bring to the classroom knowledge and ideas about many aspects of the natural world constructed from their experiences of education and from outside school. These ideas contribute to subsequent learning, and research has shown that teaching of science is unlikely to be effective unless it takes learners' perspectives into account.

*Making Sense of Secondary Science* provides a concise, accessible summary of international research into learners' ideas about science, presenting evidence-based insight into the conceptions that learners hold, before and even despite teaching. With expert summaries from across the science domains, it covers research findings from life and living processes, materials and their properties and physical processes

This classic text is essential reading for all trainee secondary, elementary and primary school science teachers, as well as those researching the science curriculum and science methods, who want to deepen their understanding of how learners think and to use these insights to inform teaching strategies. It also provides a baseline for researchers wishing to investigate contemporary influences on children's ideas and to study the persistence of these conceptions.

Both components of *Making Sense of Secondary Science* – this book and the accompanying teacher's resource file, *Making Sense of Secondary Science: Support materials for teachers* - were developed as a result of a collaborative project between Leeds City Council Department of Education and the Children's Learning in Science Research Group at the University of Leeds, UK.

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- Sales Rank: #1871745 in Books
- Published on: 2014-10-03
- Released on: 2014-09-24
- Original language: English
- Number of items: 1
- Dimensions: 9.21" h x .51" w x 6.14" l, .84 pounds
- Binding: Paperback
- 226 pages

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## **Editorial Review**

### About the Author

The late **Rosalind Driver** was Professor of Science Education at the University of Leeds where she directed the Children's Learning in Science Project (CLISP), including the project which led to the publication of *Making Sense of Secondary Science*.

Ann Squires, was seconded from the Leeds Education Authority to co-ordinate the Secondary Science Project within CLISP.

Peter Rushworth is a physicist who mentored and trained teachers, and students from various Universities. He recently retired as a Head teacher.

Valerie Wood-Robinson has worked on curriculum development projects and has been a local authority education adviser and Ofsted inspector.

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