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The nature of science and scientific knowledge: implication for a preservice elementary methods course.

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This article describes teaching considerations related to the nature of science and scientific knowledge in an elementary science methods course. The decisions that were made, the rationale upon which these decisions were based, and the challenges evident are presented. Instructional strategies used during the course for the purpose of developing preservice teachers' understandings of the nature of science and scientific knowledge are described. The results of using these strategies, in regard to the impact on students' learning and their views on teaching the nature of science to elementary grade students are then discussed. The article concludes with a discussion on the implications for teaching the nature of science and scientific knowledge in the context of preservice elementary teacher education. (Orig.)

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