SCIENCE EDUCATION: ISSUES, APPROACHES AND CHALLENGES

by:

ALMA DELA ROSA VILORIA
Teacher I, Bonifacio Camacho National High School

In today's global education system, science education is much quite fact-based knowledge. (pre-service training and in-service professional development); political and spiritual opposition to cutting-edge.

Engaging young students with exciting material and experiences motivates them to hunt out and pursue the sciences throughout school. Science education gives students the skills and knowledge they have to understand school and beyond. In contemporary society, science constitutes an infinite a component of human life therein it impacts on how people experience and understand the world and themselves.

Advances in science and technology, newly established societal and cultural norms and values, and changes within the climate and environment, also as, the depletion of natural resources all greatly impact the lives of youngsters and youths, and hence their ways of learning, viewing the globe, experiencing phenomena around them and interacting with others.

Facilitating children in classrooms in developing images of science per current practice, and in understanding what science is, what science isn't, and thus the relevancy of science to society has been a long-standing goal of science education within the Philippines. Philippine education reform documents within the last decade consider inquiry, combined with teaching about nature of science, a central component of science instruction in any respect grade levels. But inquiry is additionally a confusing term. The construct of authenticity as a giant theoretical construct are visiting be discussed. in an exceedingly process of grappling with and making sense of data and thru negotiation of
ideas with peers and experts during a social context, the learner gains a private and internalized understanding of science.

It is important that ‘science education is required for citizenship’. it would be designed to develop the curiosity of teenagers about the flora and fauna around them, and help them acquire a broad appreciation of the important ideas and explanatory frameworks of science and so the way scientific enquiry works. What analysis and evidence are available to assist promote high-quality science education for all future citizens? The variability in students’ learning strategies must be met by the use of suitable teaching methods. The curriculum must be closely matched to the needs of ‘science education for citizenship’. The assessment of what has been learned must be closely matched to the wants of that curriculum.

Research on conceptual change must take into consideration multiple epistemological perspectives of teaching and learning, to provide equal attention to cognitive and affective student variables, to embed conceptual change approaches into inclusive models of instructional planning, to work out the specified and sufficient evidence for identifying conceptual change and to bring successful conceptual change teaching approaches to normal classes.

References: