



Edited by  
Joel J. Mintzes, James H. Wandersee, & Joseph D. Novak

# Assessing Science Understanding

A Human Constructivist View



A Volume in the Educational Psychology Series

# Assessing Science Understanding A Human Constructivist View

**Jin-Ying Zhang**



## **Assessing Science Understanding A Human Constructivist View:**

Assessing Science Understanding Joel J. Mintzes, James H. Wandersee, Joseph D. Novak, 2005-08-22 Recent government publications like Benchmarks for Scientific Literacy and Science for all Americans have given teachers a mandate for improving science education in America What we know about how learners construct meaning particularly in the natural sciences has undergone a virtual revolution in the past 25 years Teachers as well as researchers are now grappling with how to better teach science as well as how to assess whether students are learning Assessing Science Understanding is a companion volume to Teaching Science for Understanding and explores how to assess whether learning has taken place The book discusses a range of promising new and practical tools for assessment including concept maps vee diagrams clinical interviews problem sets performance based assessments computer based methods visual and observational testing portfolios explanatory models and national examinations Teaching Science for Understanding Joel J. Mintzes, James H. Wandersee, Joseph D. Novak, 2005-02-21 Teaching Science for Understanding **Assessment in Science** Maureen McMahon, 2006 If you want to learn about the latest research on assessment techniques that really work the ideal sourcebook is right here in your hands Assessment in Science is a collection of up to date reports by authors who are practicing K 16 classroom teachers and university based educators and researchers **Essentials of Science Classroom Assessment** Xiufeng Liu, 2009-01-13 A concise science assessment text that helps K 12 teachers master the effective science assessment methods that lead to improved student learning Presenting both traditional and innovative assessment methods integral to science teaching and learning Essentials of Science Classroom Assessment shows teachers the connection between effective science assessment and improved student learning The text uses a competence based approach consistent with the National Science Education Standards to help teachers master assessment skills apply them to science classroom instruction and evaluate their impact on student learning Key Features and Benefits Provides practical examples from both elementary and secondary science classrooms to demonstrate how to design a wide variety of traditional and innovative assessment methods Presents case scenarios in each chapter that help teachers reflect on the assessment issues they will encounter in their own classrooms Includes end of chapter checklists and practice questions that allow readers to check their mastery of assessment skills before moving on as well as annotated bibliographies that direct them to additional readings on topics of interest The Web based Student study site provides electronic flashcards practice quizzes alternative assessment tasks additional Web resources and abstracts identifying more than forty common K 12 student preconceptions of science topics Chemical Education: Towards Research-based Practice J.K. Gilbert, Onno de Jong, Rosária Justi, David F. Treagust, Jan H. van Driel, 2003-01-31 Chemical education is essential to everybody because it deals with ideas that play major roles in personal social and economic decisions This text covers the relation between chemistry and chemical education and teaching and learning about chemical compounds and chemical change Handbook of Integrative

Developmental Science Michael F. Mascolo, Thomas R. Bidell, 2020-03-20 Although integrative conceptions of development have been gaining increasing interest there have been few attempts to bring together the various threads of this emerging trend The Handbook of Integrative Developmental Science seeks ways to bring together classic and contemporary theory and research in developmental psychology with an eye toward building increasingly integrated theoretical and empirical frameworks It does so in the form of a festschrift for Kurt Fischer whose life and work have both inspired and exemplified integrative approaches to development Building upon and inspired by the comprehensive scope of Fischer's Dynamic Skill Theory this book examines what an integrated theory of psychological development might look like Bringing together the work of prominent integrative thinkers the volume begins with an examination of philosophical presuppositions of integrative approaches to development It then shows how Dynamic Skill Theory provides an example of an integrative model of development After examining the question of the nature of integrative developmental methodology the volume examines the nature of developmental change processes as well as pathways and processes in the development of psychological structures both within and between psychological domains The team of expert contributors cover a range of psychological domains including the macro and micro development of thought feeling motivation self intersubjectivity social relations personality and other integrative processes It ends with a set of prescriptions for the further elaboration of integrative developmental theory and a tribute to Kurt Fischer and his influence on developmental psychology This book will be essential reading for graduate students and researchers of developmental psychology and human development specifically developmental science

*Teaching High School Science Through Inquiry* Douglas Llewellyn, 2005 This is the secondary school level version of Llewellyn's strong Corwin debut *Inquire Within Implementing Inquiry Based Science Standards 2000* This book focuses on raising a teacher's capacity to teach science through an inquiry based process implementing inquiry as stated by the national standards

**Digital Knowledge Maps in Education** Dirk Ifenthaler, Ria Hanewald, 2013-11-01 Digital knowledge maps are at a glance visual representations that enable enriching imaginative and transformative ways for teaching and learning with the potential to enhance positive educational outcomes The use of such maps has generated much attention and interest among tertiary education practitioners and researchers over the last few years as higher education institutions around the world begin to invest heavily into new technologies designed to provide online spaces within which to build resources and conduct activities The key elements of this edited volume will comprise original and innovative contributions to existing scholarship in this field with examples of pedagogical possibilities as they are currently practiced across a range of contexts It will contain chapters that address theory research and practical issues related to the use of digital knowledge maps in all aspects of tertiary education and draws predominantly on international perspectives with a diverse group of invited contributors Reports on empirical studies as well as theoretical conceptual chapters that engage deeply with pertinent questions and issues raised from a pedagogical social cultural philosophical and or ethical standpoint are included

Systematic literature reviews dealing with digital knowledge mapping in education are also an integral part of the volume *Visual Data and Their Use in Science Education* Kevin D. Finson, Jon E. Pedersen, 2013-04-25 This book defines visual data in science education exploring its use across disciplines It examines brain processing of visual data conceptual frameworks and application in education from elementary to college It aims to create a coherent image of science teaching and learning with visual data *International Handbook of Research on Conceptual Change* Stella Vosniadou, 2013-07-18 Conceptual change research investigates the processes through which learners substantially revise prior knowledge and acquire new concepts Tracing its heritage to paradigms and paradigm shifts made famous by Thomas Kuhn conceptual change research focuses on understanding and explaining learning of the most the most difficult and counter intuitive concepts Now in its second edition the *International Handbook of Research on Conceptual Change* provides a comprehensive review of the conceptual change movement and of the impressive research it has spawned on students difficulties in learning In thirty one new and updated chapters organized thematically and introduced by Stella Vosniadou this volume brings together detailed discussions of key theoretical and methodological issues the roots of conceptual change research and mechanisms of conceptual change and learner characteristics Combined with chapters that describe conceptual change research in the fields of physics astronomy biology medicine and health and history this handbook presents writings on interdisciplinary topics written for researchers and students across fields **Active Learning in College Science** Joel J. Mintzes, Emily M. Walter, 2020-02-23 This book explores evidence based practice in college science teaching It is grounded in disciplinary education research by practicing scientists who have chosen to take Wieman s 2014 challenge seriously and to investigate claims about the efficacy of alternative strategies in college science teaching In editing this book we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence and to include practitioners who offer models of teaching and learning that meet the high standards of the scientific disciplines Our intention is to let these distinguished scientists speak for themselves and to offer authentic guidance to those who seek models of excellence Our primary audience consists of the thousands of dedicated faculty and graduate students who teach undergraduate science at community and technical colleges 4 year liberal arts institutions comprehensive regional campuses and flagship research universities In keeping with Wieman s challenge our primary focus has been on identifying classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences The content is structured as follows after an Introduction based on Constructivist Learning Theory Section I the practices we explore are Eliciting Ideas and Encouraging Reflection Section II Using Clickers to Engage Students Section III Supporting Peer Interaction through Small Group Activities Section IV Restructuring Curriculum and Instruction Section V Rethinking the Physical Environment Section VI Enhancing Understanding with Technology Section VII and Assessing Understanding Section VIII The book s final section IX is devoted to Professional Issues facing college and university faculty who choose to adopt active

learning in their courses The common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural objects and events Many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in recent years In this view learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base For most students that knowledge base is riddled with a host of naive notions misconceptions and alternative conceptions they have acquired throughout their lives To a considerable extent the job of the teacher is to coax out these ideas to help students understand how their ideas differ from the scientifically accepted view to assist as students restructure and reconcile their newly acquired knowledge and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances Clearly this prescription demands far more than most college and university scientists have been prepared for *Qualitative Inquiry in Geoscience Education Research* Anthony D. Feig, Alison Stokes, 2011 **Annual Meeting Program** American Educational Research Association, 2002

**The Best Books for Academic Libraries: Political science, law, education**, 2002 Books recommended for undergraduate and college libraries listed by Library of Congress Classification Numbers *Progress in Educational Psychology Research* Veronica N. Galwye, 2007 The field of educational psychology is primarily concerned with teaching and learning Educational psychology has a long historical past and an extensive record of conducting empirical research into the teaching learning process Educational psychology has also been involved with the topics of motivation intelligence memory cognition intellectual development and evaluation and assessment Over the past 50 years educational psychology has been predominantly involved with the learning processes of the normal average student However over the past 20 years mainstreaming and later inclusion has presented an additional challenge for educational psychologists and classroom teachers This book presents new and important research in the field

**Modeling with Technology** David H. Jonassen, 2006 Well known for addressing the use of computers to foster critical thinking and problem solving this text was written to teach current and future teachers how to better engage learners more mindfully and meaningfully in the process of learning Available now in its Third Edition it focuses on how to use technology to support meaningful learning through model building providing powerful strategies for engaging supporting and assessing coconceptual change in learners **Educational Assessment for the Elementary and Middle School Classroom** Gary D. Borich, Martin L. Tombari, 2004 Brief and practical this popular book focuses on what classroom assessment is and how to do it and bridges the gap between testing a learner's knowledge of particular information and measuring his or her ability to transfer knowledge and think strategically Coverage encompasses all of the issues surrounding the use of classroom assessments validity reliability bias impact through targeted discussions that address everything prospective teachers need to know completely yet succinctly The authors offer a comprehensive menu of techniques for assessing not only what learners know but also how they think how they perform and how they apply what they know within authentic real world

contexts For individuals administering tests and implementing other measurements tools for the assessment of students in elementary and middle schools     Public Understanding of Science ,2001     **Teaching Science for Understanding** Joel J. Mintzes,James H. Wandersee,Joseph D. Novak,2005     *Journal of Geoscience Education* ,1996

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## **Table of Contents Assessing Science Understanding A Human Constructivist View**

1. Understanding the eBook **Assessing Science Understanding A Human Constructivist View**
  - The Rise of Digital Reading **Assessing Science Understanding A Human Constructivist View**
  - Advantages of eBooks Over Traditional Books
2. Identifying **Assessing Science Understanding A Human Constructivist View**
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an **Assessing Science Understanding A Human Constructivist View**
  - User-Friendly Interface
4. Exploring eBook Recommendations from **Assessing Science Understanding A Human Constructivist View**
  - Personalized Recommendations

- Assessing Science Understanding A Human Constructivist View User Reviews and Ratings
- Assessing Science Understanding A Human Constructivist View and Bestseller Lists
- 5. Accessing Assessing Science Understanding A Human Constructivist View Free and Paid eBooks
  - Assessing Science Understanding A Human Constructivist View Public Domain eBooks
  - Assessing Science Understanding A Human Constructivist View eBook Subscription Services
  - Assessing Science Understanding A Human Constructivist View Budget-Friendly Options
- 6. Navigating Assessing Science Understanding A Human Constructivist View eBook Formats
  - ePub, PDF, MOBI, and More
  - Assessing Science Understanding A Human Constructivist View Compatibility with Devices
  - Assessing Science Understanding A Human Constructivist View Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Assessing Science Understanding A Human Constructivist View
  - Highlighting and Note-Taking Assessing Science Understanding A Human Constructivist View
  - Interactive Elements Assessing Science Understanding A Human Constructivist View
- 8. Staying Engaged with Assessing Science Understanding A Human Constructivist View
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Assessing Science Understanding A Human Constructivist View
- 9. Balancing eBooks and Physical Books Assessing Science Understanding A Human Constructivist View
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Assessing Science Understanding A Human Constructivist View
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Assessing Science Understanding A Human Constructivist View
  - Setting Reading Goals Assessing Science Understanding A Human Constructivist View
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Assessing Science Understanding A Human Constructivist View
  - Fact-Checking eBook Content of Assessing Science Understanding A Human Constructivist View

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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