

## Socioscientific Issues-Based Instruction for Scientific Literacy Development

Socioscientific issues require individuals to use moral and ethical considerations to help in their evaluation of evidence and decision making, entailing controversial scientific phenomena. Such issues include genetic engineering and biotechnology. Socioscientific issues pedagogy has the potential to enhance students' overall conceptual understanding of scientific phenomena that affect the daily lives of people across the globe. Socioscientific Issues-Based Instruction for Scientific Literacy Development is a critical scholarly publication that examines the development of a research-based integrated socioscientific issues pedagogy for use in the K-12 system, teacher education preparation, and informal education centers. The publication focuses on science education researchers and pre-service and in-service teachers' abilities to design and implement meaningful learning opportunities for students to use rationalistic, intuitive, and emotive perspectives as they engage in information reasoning on scientific topics, such as climate change and CRISPR, that are of utmost importance. Teachers in the K-12 system and informal education settings will be able to use this text to enhance scientific literacy among their students. Instructors in teacher preparation programs will be able to use this research-based text to improve pre-service and in-service teachers' abilities to use socioscientific issues pedagogy to enhance scientific literacy among K-12 students. Additionally, audiences including researchers, administrators, academicians, policymakers, and students will find this book beneficial for their studies.



**157,90 €**

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*Lieferfrist: bis zu 10 Tage*

**Artikelnummer:** 9781799856337

**Medium:** Buch

**ISBN:** 978-1-7998-5633-7

**Verlag:** Information Science Reference

**Erscheinungstermin:** 30.09.2020

**Sprache(n):** Englisch

**Auflage:** Erscheinungsjahr 2020

**Produktform:** Kartoniert

**Gewicht:** 735 g

**Seiten:** 359

**Format (B x H):** 178 x 254 mm

