



Authentic School Science: Knowing and Learning in Open-Inquiry Science Laboratories (Contemporary Trends and Issues in Science Education)

By Wolff-Michael Roth

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According to John Dewey, Seymour Papert, Donald Schon, and Allan Collins, school activities, to be authentic, need to share key features with those worlds about which they teach. This book documents learning and teaching in open-inquiry learning environments, designed with the precepts of these educational thinkers in mind. The book is thus a first-hand report of knowing and learning by individuals and groups in complex open-inquiry learning environments in science. As such, it contributes to the emerging literature in this field. Secondly, it exemplifies research methods for studying such complex learning environments. The reader is thus encouraged not only to take the research findings as such, but to reflect on the process of arriving at these findings. Finally, the book is also an example of knowledge constructed by a teacher-researcher, and thus a model for teacher-researcher activity.

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Editorial Review

Review

'Roth has written a stimulating book. I found much in it to enjoy, and much that I want to return to and think about further. It is clearly written and, despite its often challenging subject matter, easy to read. ... This is a book which should be read by everyone interested in the practice of science education.'

Studies in Science Education, 27 (1996)

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