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## Good Practice in Science Teaching What Research Has to Say 2/e

**Jonathan Osborne; Justin Dillon (eds)**

*Stanford University, USA; King's College London, UK*

*"The book has wide appeal in that the issues investigated – for example, the nature of science, practical work, the role of language, of technology and formative and summative assessment – are relevant and pertinent to science teachers' work in all school systems."*

*Professor David F Treagust, Curtin University of Technology, Australia*

This new edition of *Good Practice in Science Teaching* offers a comprehensive overview of the major areas of research and scholarship in science education.

Each chapter summarizes the research work and evidence in the field, and discusses its significance, reliability and implications for the practice of science teaching.

Thoroughly revised throughout, the new edition includes:

- Three new chapters covering: the learning of science in informal contexts; teacher professional development; and technology-mediated learning
- Updates to every chapter, reflecting the changes and developments in science education
- Further reading sections at the end of each chapter

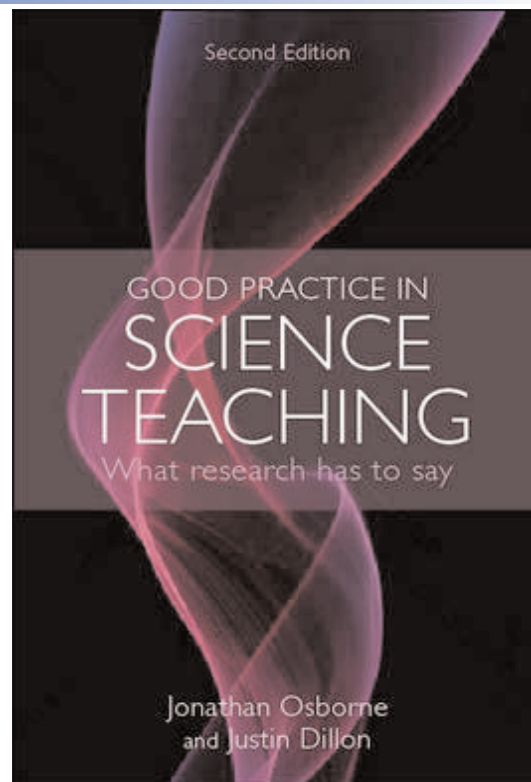
Each chapter has been written by science education researchers with national or international reputations. Each topic is approached in a straightforward manner and is written in a concise and readable style.

This invaluable guide is ideal for science teachers of children of all ages, and others who work in teaching and related fields. It is an essential text for teachers in training and those studying for higher degrees.

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