

PRE-CONFERENCE MEETING FOR RESEARCHERS INTERESTED IN SOCIOSCIENTIFIC ISSUES

Researchers in science education are invited to attend a pre-conference meeting at the University of South Australia on Wednesday 29 June. The meeting will be convened by Dr Clare Christensen (Griffith University) and Assoc Prof Debbie Heck (Uni of Sunshine Coast)

Location:

Bradley Forum, Level 4. City West Campus, University of South Australia

Date:

Wednesday 29 June

Time:

9.00 am – 3.00 pm

Cost:

\$25 for lunch, morning & afternoon teas

To register:

Please send an email to Clare Christensen (clare.christensen@griffith.edu.au) or Debbie Heck (dheck@usc.edu.au) to say you will attend.

We welcome researchers to join this growing network of science educators in our third such ASERA gathering. At ASERA 2010 a committee was formed to facilitate on line discussion and future meetings. This ASERA 2011 meeting will begin with sharing of practice & research involving socioscientific issues. Following this the program will include discussion of the following focus questions. We will be joined by leading researchers in the UK, Canada & Portugal via Skype and the use of podcasts.

Suggestions to convenors are very welcome re further questions or other items/activities to be included.

Citizenship and science education

How do science educators define citizenship? What is the purpose of relating to this goal in science education? On what grounds do we choose SSIs? Should this include consideration of public good? What is the role of values and how are citizenship skills developed in science education?

The role of science concept knowledge

What is the role of science concept knowledge in the discussion of SSIs? How do we maintain the exploration of science concept knowledge while including the multidisciplinary aspects of SSIs? Can science and/or values be the decisive arbiter on people's decisions regarding a socio-scientific issue?

SSIs and socio-political action

To what extent should educators encourage and enable students to take sociopolitical action(s)? What kinds of actions might students take? Is there a place for student-led primary research in exploring SSI knowledge?

SSIs and the curriculum – who chooses and why?

How are SSIs framed in curriculum documents? What are the opportunities and constraints for the exploration of SSI in science education?

SSIs and science classroom discourse

How do SSIs challenge the relationship between student and teacher in classroom discourse? What is the role of argumentation in SSI discourse? How can school organisation be challenged to promote a discourse of inter-disciplinarity?