



Practical work in school science – why is it important?

Emma Woodley

ABSTRACT The reasons for carrying out practical work are explored and activities to increase the quality and relevance of practical work are described.

For most UK science teachers, practical work is part and parcel of what teaching and learning in science is all about. In fact, the TIMSS 2007 study (Sturman *et al.*, 2008) found that, as has been the case for many years, 13- to 14-year-old pupils in England are more likely to spend their lesson time doing practical science activities than many of their international counterparts. It also found that science teachers in England tend to adopt a more ‘hands-on’ approach to their teaching.

Given that such a large proportion of time in science lessons is spent on practical work, it is important to be able to justify that amount of time by understanding the purposes of this type of activity as a tool for teaching and learning. But in order to understand why we use practical activities, we must first consider what practical work in science is.

Earlier this year SCORE (Science Community Representing Education) produced *A framework for practical science in schools* (SCORE, 2009a), defining practical work in science as ‘a “hands-on” learning experience which prompts thinking about the world in which we live’. The associated report (SCORE, 2009b) has a list of activities that could be considered to be practical work. These fall into two main categories:

- **Core activities:** Investigations, laboratory procedures and techniques, and fieldwork. These ‘hands-on’ activities support the development of practical skills, and help to shape students’ understanding of scientific concepts and phenomena.
- **Directly related activities:** Teacher demonstrations, experiencing phenomena, designing and planning investigations, analysing results, and data analysis using

ICT. These are closely related to the core activities and are either a key component of an investigation, or provide valuable first-hand experiences for students.

A range of activities were also identified which complement, but should not be a substitute for, practical work. These complementary activities include science-related visits, surveys, presentations and role play, simulations including use of ICT, models and modelling, group discussion, and group text-based activities. They have an important role to play supporting practical work in developing understanding of science concepts.

Purposes of practical work

Most practitioners would agree that good-quality practical work can engage students, help them to develop important skills, help them to understand the process of scientific investigation, and develop their understanding of concepts. A further consequence of experiencing practical work, particularly in chemistry, is the acquisition of an understanding of hazard, risk and safe working. These are just some of the many different reasons for choosing to use a practical activity in a lesson. The *Framework for practical science in schools* also identifies a multitude of ways in which practical work can support learning in science, from ‘Personal, learning and thinking skills’ to ‘How science works’ (Figure 1). Any single activity might focus on one or more of these purposes.

A good practical task is one that achieves its aims of effectively communicating a clearly defined set of ideas, but this can sometimes be difficult to achieve. Teachers’ identified outcomes can often be quite different from the outcomes that students perceive. With any activity, communicating its purpose and learning objectives to the students can increase its

Practical Work In School Science Why Is It Getting Practical

Judith Bennett



Practical Work In School Science Why Is It Getting Practical:

Practical Work in School Science Jerry Wellington, 2002-01-22 Practical work has been part of science education for just over 100 years and is accepted as an essential and exciting part of understanding this discipline. Although it can be costly and sometimes messy, it simply has to be done if students and teachers are to progress in their understanding. Schools and universities invest millions of pounds in it, and the National Curriculum reveres it, but what exactly is going on in classrooms around the country and how are the leading practitioners moving with the times? This book attempts to reflect on the value and purpose of practical work as part of the scientific curriculum. Why are practical exercises so necessary and what do they contribute to the learning process? The chapters examine many issues such as how practical work is perceived by students and teachers, whether we will move on to the virtual lab, the limitations of current hands-on work, and valuable alternatives to it. The connections between practical work in science education and authentic science, what role experimentation plays in current educational practice. Jerry Wellington is Reader in Education at Sheffield University and has taught science at all academic levels.

Practical experiments in school science lessons and science field trips Great Britain: Parliament: House of Commons: Science and Technology Committee, 2011-09-14. Additional written evidence is contained in Volume 3 available on the Committee website at www.parliament.uk/science.

School Science Practical Work in Africa Umesh Ramnarain, 2020-06-01. School Science Practical Work in Africa presents the scope of research and practice of science practical work in African schools. It brings together prominent science educators and researchers from Africa to share their experience and findings on pedagogical innovations and research-informed practices on school science practical work. The book highlights trends and patterns in the enactment and role of practical work across African countries. Practical work is regarded as intrinsic to science teaching and learning, and the form of practical work that is strongly advocated is inquiry-based learning, which signals a definite paradigm shift from the traditional teacher-dominated to a learner-centered approach. The book provides empirical research on approaches to practical work, contextual factors in the enactment of practical work, and professional development in teaching practical work. This book will be of great interest to academics, researchers, and postgraduate students in the fields of science education and educational policy.

Science Learning, Science Teaching Jerry Wellington, Gren Ireson, 2012-12-06. First Published in 2008, Routledge is an imprint of Taylor & Francis, an information company.

Teaching and Learning Secondary Science Jerry Wellington, Professor Jerry Wellington, Gren Ireson, 2002-01-31. A comprehensive and critical guide for new and experienced teachers on the teaching and learning of science. It combines an overview of current research with an account of curriculum changes to provide a valuable and practical guide to the business of classroom teaching.

Teaching and Learning Science Judith Bennett, 2005-12-07. There is increasingly wide agreement among teachers, researchers, inspectors, advisers, and policy makers that both teaching and research will benefit from being brought closer together. But how can this be achieved? Hard-pressed practitioners cannot be

expected to review a constant flow of conference papers journals and other publications even if such items were accessibly written This unique book synthesizes relevant research findings for the professional practitioner and highlights their implications for the quality of teaching and learning Whether you are a teacher looking to enhance your practice or a researcher looking for a concise overview of or a researcher looking for a concise overview of the literature this book will be a valuable acquisition

The World of Science Education ,2009-01-01 Each volume in the 7 volume series The World of Science Education reviews research in a key region of the world These regions include North America South and Latin America Asia Australia and New Zealand Europe and Israel North Africa and the Middle East and Sub Saharan Africa The focus of this Handbook is on Australasia a region loosely recognized as that which includes Australia and New Zealand plus nearby Pacific nations such as Papua New Guinea Solomon Islands Fiji Tonga Vanuatu and the Samoan islands science education and the scholarship that most closely supports this program The reviews of the research situate what has been accomplished within a given field in Australasian rather than international context The purpose therefore is to articulate and exhibit regional networks and trends that produced specific forms of science education The thrust lies in identifying the roots of research programs and sketching trajectories focusing the changing face of problems and solutions within regional contexts The approach allows readers review what has been done and accomplished what is missing and what might be done next

Teaching Science in Secondary Schools Sandra Amos,Richard Boohan,2013-10-11 A companion to Aspects of Teaching Secondary Science the first section of this reader provides an overview of the key issues discussing the nature of science and its role in the school curriculum The second section goes on to examine critically the ways in which science is reflected in the school curriculum while the third section discusses recent curriculum initiatives and developments Turning the focus from what is taught on to who is taught section four shows that students are very much active learners in the classroom making sense of their experiences and constructing their own meanings The final section covers the role of research in science education giving examples of research papers and considering how productive collaboration between teachers and researchers can impact upon the effectiveness of classroom practice

Learning Science Teaching: Developing A Professional Knowledge Base Bishop, Keith,Denley, Paul,2007-11-01 The book argues that highly accomplished science teachers are also continually learning science teachers It stresses the importance of learning through others by participation in communities of science practitioners as well as individual learning through classroom research

Primary Science Mick Dunne,Alan Peacock,2014-11-07 Why is science hard to teach What types of scientific investigation can you use in the primary classroom Touching on current curriculum concerns and the wider challenges of developing high quality science education this book is an indispensable overview of important areas of teaching every aspiring primary school teacher needs to understand including the role of science in the curriculum communication and literacy in science teaching science outside the classroom transitional issues and assessment Key features of this second edition include A new chapter

on science in the Early Years A new practical chapter on how to work scientifically Master s level critical reading boxes in every chapter linking topics to relevant specialist literature Expanded coverage of creativity and link science to numeracy and computing This is essential reading for all students studying primary science on initial teacher education courses including undergraduate BEd BA with QTS postgraduate PGCE School Direct SCITT and also NQTs Mick Dunne is Senior Lecturer in Science Education at Manchester Metropolitan University Alan Peacock is Honorary Research Fellow at the University of Exeter

Practical Work in Secondary Science Ian Abrahams, 2011-01-20 A comprehensive guide To The theory and practice of teaching minds on practical work in secondary science *Starting Science...Again?* Martin Braund, 2008-10-09 The structure of this book encourages active participation via reflective activity boxes which further allows for the engagement and consolidation of ideas Evidence based research is cited resulting in the author suggesting a number of practical activities to encourage progression and continuity in science ESCalate Why do pupils learning and motivation slow down markedly as they move from primary to secondary school Why is this situation worse in science than in any other curriculum subject This book combines reports of and reflection on best practice in improving progression and continuity of teaching and learning in science particularly at that transition stage between primary and secondary school Presenting the views of teachers and pupils on progression learning and application of science the book suggests practical ways of improving teaching and learning in science Each chapter includes examples of learning materials with notes on how these might be used or adapted by teachers in their own classroom settings Science teaching in secondary schools is often based on assumptions that children know or can do very little so the job in the secondary school becomes one of showing pupils how to start doing science properly as if from scratch The damage that this false view can do to pupils learning motivation and confidence is clear This book will help teachers to assess children s prior knowledge effectively and build meaningful and enjoyable science lessons

Teaching Science Jenny Frost, Richard B. Ingle, 2014-02-25 First published in 1995 This teaching book is packed with practical ideas and advice for the beginning science teacher It is based on three simple principles regarding teaching methods a principle of variety a principle of careful and appropriate choice and a principle of skilful and carefully prepared implementation Through a wide range of examples the authors discuss in richly illustrated detail what these principles involve in practice All the examples are real ones taken from recent classroom experience made more vivid by a large collection of photographs documenting the steps and phases involved in each kind of approach

Practical Theorising in Teacher Education Katharine Burn, Trevor Mutton, Ian Thompson, 2022-07-28 This insightful collection offers a timely contribution to the body of research on practical theorising in teacher education Acknowledging the importance of experience and reflective practice in teaching this book simultaneously embraces the essential need for teachers at all career stages to engage effectively and critically with evidence from research Drawing together a range of perspectives from university based and school based teacher educators this book examines the

challenges and critiques advanced when practical theorising was first proposed as well as recent tensions created by the performative culture that now pervades education. It illustrates the constant renegotiation and renewal necessary to sustain such an approach to beginners learning investigating a range of tools developed by teacher educators to help beginning teachers navigate these demands. Demonstrating the value of practical theorising and therefore promoting powerful professional learning for practitioners this book is essential for teachers at all career stages including trainee teachers and student teachers. *Online Science Learning: Best Practices and Technologies* Downing, Kevin, Holtz, Jennifer, 2008-05-31

The continued growth in general studies and liberal arts and science programs online has led to a rise in the number of students whose science learning experiences are web based. However little is known about what is actually going on in web based science courses at the level of the disciplines within liberal arts and sciences or the corresponding course design features. *Online Science Learning: Best Practices and Technologies* reviews trends and efforts in web based science instruction and evaluates contemporary philosophies and pedagogies of online science instruction. This title on an emergent and vital area of education clearly demonstrates how to enrich the academic character and quality of web based science instruction. *Beyond Cartesian Dualism* Steve Alsop, 2006-02-15. There is surprisingly little known about affect in science education. Despite periodic forays into monitoring students attitudes toward science the effect of affect is too often overlooked. *Beyond Cartesian Dualism* gathers together contemporary theorizing in this axiomatic area. In fourteen chapters senior scholars of international standing use their knowledge of the literature and empirical data to model the relationship between cognition and affect in science education. Their revealing discussions are grounded in a broad range of educational contexts including school classrooms universities science centres travelling exhibits and refugee camps and explore an array of far reaching questions. What is known about science teachers and students emotions. How do emotions mediate and moderate instruction. How might science education promote psychological resilience. How might educators engage affect as a way of challenging existing inequalities and practices. This book will be an invaluable resource for anybody interested in science education research and more generally in research on teaching learning and affect. It offers educators and researchers a challenge to recognize the mutually constitutive nature of cognition and affect. **Teaching STEM**

Education through Dialogue and Transformative Learning Catherine Montgomery, Juan Manuel Fernández-Cárdenas, 2020-05-21. This book focuses on reconceptualising the teaching of STEM education through dialogue and transformative learning presenting examples of research from Mexico and the UK. It centres on research which introduces critical pedagogies in the teaching of STEM where in the past there has been an over emphasis on content and a technicist perspective on science. The research in this book considers critical and dialogic approaches to teacher education for STEM subjects and emphasises the crucial role that teachers play in improving life chances for marginalised young people and their communities. STEM education is not just a way of improving a country's GDP but if taught through dialogic

and transformative pedagogies it can enable teachers to empower students to improve their own lives The collaboration between these two countries is timely and comes as Mexico is developing and emerging as a key global economic nation The work presented here engages in theoretical and empirical work that has application beyond the two countries This book was originally published as a special issue of the Journal of Education for Teaching *Secondary Science* Jerry J. Wellington,1994 Discussing major issues in science education today this practical resource for trainee teachers and their mentors covers every aspect of science teaching offering helpful suggestions for discussion activities and references to the National Curriculum throughout **The Effective Teaching of Biology** Chris R. Brown,2014-05-12 The Effective Teaching of Biology aims to identify the special dimensions of the subject how it contributes to the curriculum as a whole and why the teaching of biology differs from the teaching of other subjects Current legal and safety requirements are provided together with practical teaching ideas and sources of information The book also covers contemporary issues which are the subject of extensive debate such as the changing patterns of assessment of pupils the use of living organisms in school and the nature of learning difficulties which pupils experience **Learning to Teach Science in the Secondary School** Rob Toplis,2015-02-11 Learning to Teach Science in the Secondary School is an indispensable guide with a fresh approach to the process practice and reality of teaching and learning science in a busy secondary school This fourth edition has been fully updated in the light of changes to professional knowledge and practice and revisions to the national curriculum Written by experienced practitioners this popular textbook comprehensively covers the opportunities and challenges of teaching science in the secondary school It provides guidance on the knowledge and skills you need and understanding the science department at your school development of the science curriculum the nature of science and how science works biology chemistry physics and astronomy earth science planning for progression using schemes of work to support planning and evaluating lessons language in science practical work using ICT science for citizenship Sex and Health Education and learning outside the classroom assessment for learning and external assessment and examinations Every unit includes a clear chapter introduction learning objectives further reading lists of useful resources and specially designed tasks including those to support Masters Level work as well as cross referencing to essential advice in the core text Learning to Teach in the Secondary School sixth edition Learning to Teach Science in the Secondary School is designed to support student teachers through the transition from graduate scientist to practising science teacher while achieving the highest level of personal and professional development

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