

## *Making Sense Of Secondary Science*







### **Making Sense Of Secondary Science**

Making Sense of Secondary Science: Research into Children's Ideas provides a concise, accessible summary of the research that has been done internationally in this area. The research findings are arranged in three main sections: life and living processes; materials and their properties; and physical processes.

### **Making Sense of Secondary Science: Research into children ...**

Both components of Making Sense of Secondary Science – this book and the accompanying teacher's resource file, Making Sense of Secondary Science: Support materials for teachers - were developed as a result of a collaborative project between Leeds City Council Department of Education and the Children's Learning in Science Research Group at the University of Leeds, UK.

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Contents/Summary. A separate paperback, Making Sense of Secondary Science: Research into Children's Ideas comes with the file and is also available on its own. This provides a summary of NEXtArch on children's prior knowledge in each domain and a detailed bibliography for those who want to explore certain aspects further.

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The late Rosalind Driver was Professor of Science Education at the University of Leeds where she directed the Children's Learning in Science Project (CLISP), including the project which led to the publication of Making Sense of Secondary Science.. Ann Squires, was seconded from the Leeds Education Authority to co-ordinate the Secondary Science Project within CLISP.

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Making Sense of Secondary Science provides a concise, accessible summary of international research into learners' ideas about science, presenting evidence-based insight into the conceptions that learners hold, before and even despite teaching.

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