

Global Learning Semesters

Course Syllabus

Course: EDUC-560 Modern Methods and Problems in Science Teaching

Department: Education

Host Institution: University of Nicosia, Nicosia, Cyprus



Course Summary		
Course Code	Course Title	Recommended Credit Hours
EDUC-560	Modern Methods and Problems in Science Teaching	5
Semester Offered	Contact Hours	Prerequisites
Fall/Spring	42	None
Department	Level of Course	Language of Instruction
Education	Upper Division	Greek

Instructor

Dr Petros Georgiades

Course Aims and Objectives

The purpose of the course is to determine the problems of the contemporary teaching of science education in primary and secondary education in Cyprus and internationally.

Teaching Methods

The course is delivered through a mixture of lectures, practical exercises and assignments.

Course Teaching Hours

42 hours. The course is delivered during the Fall semester in 14-weeks (3 hours/week).

Evaluation and Grading

Homework: 20%
Mid-Term: 30%
Final Exam: 40%
Participation: 10%

Readings and Resources

Required Textbook

- Kuhn, T. (1996). The structure of scientific revolutions. Chicago: University of Chicago Press.
- DeBoer, G. (1991). A history of ideas in science education: Implications for practice. New York: Teachers College Press.
- Brickhouse, N. W. (2001). Embodying science: A feminist perspective on learning. Journal of research in

science teaching, 38(3), 282-295.

- Brickhouse, N. W., Lowery, P., & Schultz, K. (2000b). What kind of girl does science? The construction of school science identities. *Journal of research in science teaching*, 37(5), 441-458.
- Brush, S. (2000). Postmodernism versus science versus fundamentalism: An essay review of *Science Wars*, *the Flight from Science and Reason*, and *The Creation Hypothesis: Scientific Evidence for an Intelligent Designer*. *Science Education*, 84(1), 114-122.
- DeBoer, G. E. (2000). Scientific literacy: Another look at its historical and contemporary meanings and its relationship to science education reform. *Journal of research in science teaching*, 37(6), 582-601.