Table of Contents

Preface ........................................................................................................... xiv

Section 1
Theoretical Foundation and Conceptual Frameworks

Chapter 1
Self-Regulated Learning as a Method to Develop Scientific Thinking ....................... 1
Erin E. Peters Burton, George Mason University, USA

Chapter 2
Multiple Perspectives for the Study of Teaching: A Conceptual Framework for Characterizing and Accessing Science Teachers’ Practical-Moral Knowledge ......................................................... 27
Sara Salloum, Long Island University – Brooklyn, USA

Chapter 3
Teaching a Socially Controversial Scientific Subject: Evolution .................................. 52
Hasan Deniz, University of Nevada Las Vegas, USA

Chapter 4
A Theoretical and Methodological Approach to Examine Young Learners’ Cognitive Engagement in Science Learning ................................................................. 64
Meng-Fang Tsai, Chung-Yuan Christian University, Taiwan
Syh-Jong Jang, Chung-Yuan Christian University, Taiwan

Section 2
Modeling, Simulation, and Games

Chapter 5
Argumentation and Modeling: Integrating the Products and Practices of Science to Improve Science Education ................................................................. 85
Douglas B. Clark, Vanderbilt University, USA
Pratim Sengupta, Vanderbilt University, USA
Chapter 6
Reification of Five Types of Modeling Pedagogies with Model-Based Inquiry (MBI) Modules for High School Science Classrooms .............................................................. 106
  Todd Campbell, University of Massachusetts Dartmouth, USA
  Phil Seok Oh, Gyeongin National University of Education, Korea
  Drew Neilson, Logan High School, USA

Chapter 7
Why Immersive, Interactive Simulation Belongs in the Pedagogical Toolkit of “Next Generation” Science: Facilitating Student Understanding of Complex Causal Dynamics.............................. 127
  M. Shane Tutwiler, Harvard University, USA
  Tina Grotzer, Harvard University, USA

Chapter 8
Teachers and Teaching in Game-Based Learning Theory and Practice ......................................... 147
  Mario M. Martinez-Garza, Vanderbilt University, USA
  Douglas B. Clark, Vanderbilt University, USA

Section 3
Curriculum Innovations

Chapter 9
Opening Both Eyes: Gaining an Integrated Perspective of Geology and Biology ......................... 165
  Renee M. Clary, Mississippi State University, USA
  James H. Wandersee, Louisiana State University, USA

Chapter 10
Promoting the Physical Sciences among Middle School Urban Youth through Informal Learning Experiences .................................................................................................. 184
  Angela M. Kelly, Stony Brook University, USA

Chapter 11
Rooted in Teaching: Does Environmental Socialization Impact Teachers’ Interest in Science-Related Topics? .................................................................................................. 205
  Lisa A. Gross, Appalachian State University, USA
  Joy James, Appalachian State University, USA
  Eric Frauman, Appalachian State University, USA

Chapter 12
Analysis of Discourse Practices in Elementary Science Classrooms using Argument-Based Inquiry during Whole-Class Dialogue .................................................................................. 224
  Matthew J. Benus, Indiana University Northwest, USA
  Morgan B. Yarker, University of Iowa, USA
  Brian M. Hand, University of Iowa, USA
  Lori A. Norton-Meier, University of Louisville, USA
Section 4
Evaluation and Assessment Issues

Chapter 13
Next Generation Science Assessment: Putting Research into Classroom Practice ........................................247
Edward G. Lyon, Arizona State University, USA

Chapter 14
A Tool for Analyzing Science Standards and Curricula for 21st Century Science Education ........... 265
Danielle E. Dani, Ohio University, USA
Sara Salloum, Long Island University, USA
Rola Khishfe, American University of Beirut, Lebanon
Saouma BouJaoude, American University of Beirut, Lebanon

Chapter 15
Measuring and Facilitating Highly Effective Inquiry-Based Teaching and Learning in Science Classrooms ........................................................................................................290
Jeff C. Marshall, Clemson University, USA

Compilation of References ........................................................................................................................................307

About the Contributors ........................................................................................................................................350

Index ..................................................................................................................................................................356