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Recent Advances in Science and Technology Education, Ranging from Modern Pedagogies to Neuroeducation and Assessment

Martin Riopel

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Science and technology education research, influenced by inquiry-based thinking, not only concentrates on the teaching of scientific concepts and addressing any misconceptions that learners may hold, but also emphasizes the ways in which students learn and tries to find out avenues to achieve better learning through creativity. New developments in science and technology education rely on a wide variety of methods, borrowed from various fields of science, such as computer science, cognitive science, sociology and neurosciences. This book presents papers from the first international conference on New Developments in Science and Technology Education (1st NDSTE) that was structured around seven main thematic axes as follows: Modern Pedagogies in Science and Technology Education; New Technologies in Science and Technology Education; Assessment in Science and Technology Education; Teaching and Learning in the Light of Inquiry Learning Methods; Neuroscience and Science Education; Conceptual Understanding and Conceptual Change in Science; and Interest, Attitude and Motivation in Science. This book explores the beneficial impact of pedagogically updated practices and approaches in the teaching of science concepts, and elaborates on future challenges and emerging issues that concern science and technology education. By pointing out new research directions, this book will inform educational practices and bridge the gap between research and practice, providing new information, ideas and perspectives. It will also inform, as well as promote, discussions and networking among scientists and stakeholders from worldwide scientific fields, such as researchers, professors, students, and companies developing educational software.

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