



Elementary Science Methods: A Constructivist Approach

David Jerner Martin

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In this pioneering text, a constructivist approach guides users in learning how to teach in a constructivist manner. The book is based on the belief that it's more important for children to learn how to do science than it is for them to learn about science, and that teachers of elementary science do not need to know a great deal of science to teach it effectively, but rather need to be co-inquirers with their students. More than 170 process-oriented activities, organized by grade level, help practicing teachers encourage children to develop and perform their own investigations.

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Mr. Southmayd says

This text is full of helpful strategies, but is vague in places of importance. Where there should have been talk of pedagogy I found a light touch on instruction and more about content. This directly contradicts what the text says about how much science knowledge teachers have to have (which is said to be "not much"). The author didn't seem to be able to make up his mind when it came to content vs. instruction and the melding of the two.

As scattered as this text is, it does provide a lot of great strategies for teaching, but that can all be found on the internet just as easily without having to pay the hefty price.

Carrie (envinoveritas) says

Wonderful and accessible textbook that serves as an introduction to constructivist education.
