



Teaching for Conceptual Understanding in Science - PB359X

Richard Konicek-Moran, Page Keeley

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What do you get when you bring together two of NSTA's bestselling authors to ponder ways to deepen students' conceptual understanding of science? A fascinating combination of deep thinking about science teaching, field-tested strategies you can use in your classroom immediately, and personal vignettes all educators can relate to and apply themselves.

Teaching for Conceptual Understanding in Science is by Richard Konicek-Moran, a researcher and professor who wrote the *Everyday Science Mysteries* series, and Page Keeley, a practitioner and teacher educator who writes the *Uncovering Student Ideas in Science* series. Written in an appealing, conversational style, this new book

explores where science education has been and where it's going;

emphasizes how knowing the history and nature of science can help you engage in teaching for conceptual understanding and conceptual change;

stresses the importance of formative assessment as a pathway to conceptual change; and

provides a bridge between research and practice.

This is the kind of thought-provoking book that can truly change the way you teach. Whether you read each chapter in sequence or start by browsing the topics in the vignettes, Konicek-Moran and Keeley will make you think really think about the major goal of science education in the 21st century: to help students understand science at the conceptual level so they can see its connections to other fields, other concepts, and their own lives.

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