



Teaching for Conceptual Understanding in Science (PB359X)

By Richard Konicek-Moran, Page D. 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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Editorial Review

Review

This terrific new NSTA book provides science educators with a valuable tool for connecting the research on insuring that students understand important scientific concepts for their own practice. The authors know their audience and have created a resource that will help teachers better implement the NGSS in their classes and thus prepare their students for the future. --NSTA Recommends

About the Author

Page Keeley is an author, speaker, and consultant who works with school districts and STEM organizations throughout the U.S. and internationally in the areas of formative assessment and teaching for conceptual change. She was the Senior Science Program Director at the Maine Mathematics and Science Alliance (MMSA) for 16 years, directing projects and developing resources in the areas of leadership, professional development, linking standards and research on learning, formative assessment, and mentoring and coaching. She has been the Principal Investigator and Project Director of three National Science Foundation funded projects, including the Northern New England Co-Mentoring Network; PRISMS: Phenomena and Representations for Instruction of Science in Middle School; and Curriculum Topic Study: A Systematic Approach to Utilizing National Standards and Cognitive Research. In addition to NSF funded projects, she has directed state Math-Science Partnership (MSP) projects, including TIES K 12: Teachers Integrating Engineering into Science K 12, and a National Semi-Conductor Foundation grant, Linking Science, Inquiry, and Language Literacy (L-SILL). Keeley also founded and directed the Maine Governor s Academy for Science and Mathematics Education Leadership, a replication of the National Academy for Science Education Leadership, of which she is a fellow.

Keeley is the author of eighteen books and numerous journal articles and book chapters. Keeley taught high school science for 2 years and middle school mathematics and science for 12 years before leaving the classroom in 1996. At that time she was an active teacher leader at the state and national level. She served two terms as president of the Maine Science Teachers Association and was the District II National Science Teachers Association (NSTA) director. She received the Presidential Award for Excellence in Secondary Science Teaching in 1992, the Milken National Distinguished Educator Award in 1993, was named the AT&T Maine Governor s Fellow in 1994.

As a nationally known professional developer and speaker, she received the National Staff Development Council s (now Learning Forward) Susan Loucks-Horsley Award for Leadership in Science and Mathematics Professional Development in 2009, and the National Science Education Leadership Association s Outstanding Leadership in Science Education Award in 2013. She has been a science education delegation leader for the People to People Citizen Ambassador Professional Programs, leading the South Africa trip in 2009, the China trip in 2010, the India trip in 2012, the Cuba trip in 2014, and the Peru trip in 2015.

Prior to teaching, Keeley was a research assistant in immunogenetics at the Jackson Laboratory of Mammalian Genetics in Bar Harbor, Maine. She received her B.S. in Life Sciences from the University of New Hampshire and her Masters in Science Education from the University of Maine. In 2008, Keeley was elected the sixty-third president of the National Science Teachers Association (NSTA).

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