

Download Re Visioning Science Education

We can now envision a new model for science education with sustainability science at its core, which builds on the emphases identified by the Canadian educator Douglas Roberts about three decades ago (see Figure 2, Visions I and II) to add a third dimension (Vision III) inclusive of Indigenous views – thereby strengthening Canada's role as a circumpolar nation while simultaneously working to de-colonize the curriculum and indigenous education, re-visioning science and indigenous education 219 challenges and seek out genuine and home grown solutions to problems local peoples must be supported to identify with the knowledge of science. Abstract. Science education is crucial for shaping the culture of science and its practitioners. Boundaries currently limit ties between natural and social science education structures, exposing the public to a one-dimensional science and its possible ramifications. Believing this to be a "crisis," I explore a variety of approaches to re-visioning science education and the ensuing forms of resistance that these face. In addition, a more personal accounting of my experience with trying to integrate social and cultural issues into the education of scientists allows me to explore the forms of resistance I faced; bridge the gap between theory and practice; and locate more effective ways of re-visioning science education.