PRESENTACIÓN DE REVISTAS

INTERNATIONAL HISTORY, PHYLOSOPHY, AND SCIENCE TEACHING

Group Newsletter

Se trata de una publicación de reciente aparición (el primer número corresponde a mayo de 1990) que constituye un índice más del creciente interés por aproximar la enseñanza de las ciencias a la historia y filosofía de las ciencias.

Reproducimos a continuación la presentación realizada en el primer número por el editor, Michael R. Matthews y los datos para realizar la subscripción.

From the editor

This is the first newsletter of the recently formed International History, Philosophy, and Science Teaching Group. Could I take the opportunity in this issue to welcome about 500 readers in over 25 countries.

The group is concerned to promote the betterment of school and university science teaching by making it more informed by the history and philosophy of science. We are convinced that HPS has a valuable role to play in classroom lessons, in curriculum development, and in programmes of science teacher training.

The international group believes that the collaboration of scientists, historians, philosophers, science educators, teachers and administrators can overcome some of the perceived problems of science teaching: incoherent curriculum, rote learning, abstract and uninteresting subject matter. These problems and others have contributed to the well-documented world-wide flight from the science classroom of both teachers and students.

The need to teach science in a more contextual way has been long recognised. Just after the Great War the British Association for the Advancement of Science hoped that reforms in science education would result in more of the flesh, and less of the dry bones of science being taught. The Harvard Project Physics Course, the SISCON course in Britain, and aspects of the Biological Science Curriculum Study course –have been successful examples in the recent past of contextual science teaching.

As the 1990's begin there are encouraging signs that HPS is going to play a stronger role in science education. The major developments are the new British National Curriculum, which contains about 5% HPS; the Project 2061 school curriculum guidelines developed by the American Association for the Advancement of Science which contain about 10% explicitly HPS material; the new Danish physics curriculum; and the Dutch PLON materials. In addition there are moves in parts of the USA to have HPS included as part of science teacher training programmes.

In these curricula HPS is not included as a separate lobe, or subject, but rather it is included to give and historical and philosophical dimension to the science being taught; to provide an intellectual leaven for the subject.

The international group will contribute to this rapprochment between HPS and science teaching. It recognises that there are numerous local groups that have done work for a long time in the field –the British History of Science Association Education Group, the American History of Science Association Education Group, the European Physical Society Education Group, the American Physics Society Education Group, and others. The international group hopes to provide a needed forum whereby historians and philosophers can be brought together with science educators, and where national and discipline boundaries can be overcome.

The group held its firts conference in November 1989. This was generously supported by the American National Science Foundation. Associated with the conference was the production of special issues of six scholarly journals on the topic of history, philosophy, and science teaching. The conference proceedings were published in two volumes. An anthology is soon to be published. These nearly 200 papers cover an enormously wide range of subjects from the psychology of learning, to the connection of moral education and science education, to classroom genetics teaching, to the rationality of science.

A second conference is to be held in May 1992 at Queen's University, Kingston Ontario, and further publications are planned.

The Newsletter is a way of keeping people in touch with developments in the field –conference plans, curriculum developments, recent literatura, and the like. It will be published at least twice per year. Subscriptions both from individuals and associations are encouraged. A US$15 fee will ensure receipt of the Newsletter up till the second international conference to be held tentatively in late 1992.

All contributions to the Newsletter are welcome. These can be notices of local conferences or meetings, notice of journal articles and books that might be of interest to the wider group, curriculum changes in local areas, details of HPS courses in teacher training establishments, letters to the editor, etc.

Michael R. Matthews

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Subscriptions

Subscription is US$15 which will cover at least five issues being two per year up to the time of the second international conference in May 1992. Subscription also constitutes membership of the international group. Depending upon finances, more than two issues per year may be published.

Subscription can be sent to the editor:

Credit cards (Mastercard, Visa) are acceptable – provide name of card, name of holder, expiry date. Cheques to «Educational Philosophy and Theory' in Australian dollars ($20) are also acceptable.

NOTICIAS

II CONFERENCIA INTERNACIONAL SOBRE EDUCACIÓN EN FÍSICA

Se realizará del 14 al 19 de Julio de 1991. Período de Recepción de Resúmenes: 1º de Sept. - 1º de Dic., 1990.

Información General: Inicio de la Conferencia: 14 de Julio, 1991. Entrega de los trabajos a presentar (versión final): 14 de Julio, 1991.

Encuesta: Devolver para el 30 de Julio, 1990.

Recepción de Resúmenes: 1º de Sep. - 1º de Dic. 1990.

Importante: Indicar en toda correspondencia: Comité Organizador 2a. Conferencia Interamericana sobre Educación en Física.

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Objetivos de la reunión

En los últimos cuarenta años un esfuerzo significativo ha sido hecho por físicos y educadores interesados en educación en Física, y por diversas instituciones nacionales e internacionales, para conocer y comprender mejor el fenómeno de la Enseñanza-Aprendizaje de la Física. Los cambios recientes, observados en varios países, en la manera de iniciar a las juventudes en el estudio de los campos de nuestra ciencia, y en la manera de formar un físico, revelan que el estudio de aquel fenómeno es un problema permanentemente abierto. Algunos de los avances logrados por las investigaciones en educación en Física comienzan a arrojar luz en nuestra forma de entender, y en el cómo predecir el curso del proceso de enseñar-aprender física. Al acercarse al año 2000 sentimos la doble responsabilidad de capitalizar -no meramente de resumir- los logros que hemos hecho en este campo y de producir entonces una enseñanza de la Física más motivante, novedosa y eficiente, que facilite al hombre seguir ahondando en el estudio de la Naturaleza, así como enfrentar con mayor éxito, los problemas socio-económicos que va generando.

Esperamos que en la Conferencia de Caracas, en 1990, una muestra de los físicos y de educadores en Física del continente americano, con la colaboración de algunos participantes de otras regiones, se enfrenten el reto de ofrecernos una visión fresca, pero seria, de cómo, con lo que hasta ahora hemos logrado en educación en Física, podemos conducir a nuestras juventudes en el camino del aprendizaje y estudio de los que podrían ser los paradigmas y problemas físicos del año 2000.

Esta reunión nos permitirá presentar nuestros avances y aportaciones, a los criterios usuales de rigurosidad y excelencia, para el progreso de la educación en Física. A tal efecto hemos definido 5 áreas principales de trabajo: 1) Contenidos de la Enseñanza de la Física, 2) Comprensión Conceptual y Solución de Problemas, 3) Física-Tecnología-Sociedad. 4) La Física Experimental y su Enseñanza, y 5) Las Formas de Comunicaciones en la Enseñanza de la Física.

MINISTRY OF NATIONAL EDUCATION INTERNATIONAL RESEARCH GROUP ON PHYSICS TEACHING - GIREP, UNESCO, IUPAP/ICPE, EPS

International Conference on Physics Education

Teaching about reference frames: from Copernicus to Einstein

19-24 August, 1991

Nicolaus Copernicus University. Toruń, Poland.

Scope of the conference

The focus will be on different aspects of developing, introducing and undestan-