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SP - (15743) - THE RELATIONSHIP BETWEEN SCIENCE AND TECHNOLOGY EDUCATION IN THE NINETEENTH CENTURY

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Short Abstract

While there is abundant literature on science and technology education, few studies have explored the relationship between them. Exploring this relationship and the historical nature of each subject will provide information on how to organise science, technology, engineering, and mathematics (STEM) education in schools. As a case study, we investigated the historical and social nature of scientific and technical education, comparing its origins in the UK and Japan, in the second half of the nineteenth century. We found different attitudes towards scientific and technical education in the UK and Japan due to varying historical and social contexts. In the historical context, we concluded that science educators need to deeply consider the following question from the state's contexts and cultural perspectives: What is STEM literacy for?