

6 - Nature of Science: History, Philosophy and Sociology of Science | Empirical

SP - (16049) - TEACHING NATURE OF SCIENCE IN THE LIGHT OF COVID-19 PANDEMIC CRISIS

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Short Abstract

COVID-19 pandemic which began in the end of 2019, changed the whole world. Inevitably it influenced every aspect of education. During the pandemic, we watch how science and scientists struggle between the required scientific research in the level of understanding how the new coronavirus functions, at the level of producing effective drugs and vaccines and at the level of communicating the necessary information to people, to effectively protect themselves. In this paper, we examine how pre-service primary teachers plan to teach Nature of Science in their future classes and especially which Nature of Science aspects they emphasize in the light of the COVID-19 pandemic. The sample, which was a convenient one, consisted of 296 pre-service primary teachers, 272 females and 24 males. Data collection involved the report they wrote at the end of an undergraduate course, called Didactics of Science, which included both lectures and laboratory exercises, in the context of which they were asked to create a teaching scenario on Nature of Science. The qualitative content analysis method was used to analyze the data. The analysis showed that most pre-service primary teachers set as teaching goals the empirical character of science and the fact that scientists are influenced by their previous beliefs, along with the tentativeness of science and influence of the social and cultural milieu. Further research includes content analysis in pre-service teachers' teaching scenarios regarding the activities and the educational material they proposed.