

8 - Scientific Literacy and Socio-scientific Issues | Empirical

SP - (16229) - CHEMISTRY EDUCATION OUT OF THE BOX IN TIMES OF UNCERTAINTY: PRE-SERVICE TEACHERS' VIEWS

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Short Abstract

The Anthropocene makes visible the global challenges we are facing by highlighting the state of the planet, the human impact on Earth systems, and our unsustainable ways of living. Considering chemistry and chemistry education in relation to the Anthropocene provides an opportunity to challenge and rethink chemistry education. We utilized the concept Bildung towards self-determination, participation, and solidarity, which takes students as active participants in public debates in the process of democracy. In this study, we turn to pre-service teachers as a part of this rethinking process since such attempts start with teachers, even with teacher training. In this study, we utilize the transdisciplinary perspectives of pre-service upper secondary Science Studies teachers and aim to investigate their views on why, what, and how to teach in and about chemistry in relation to the Anthropocene. Focus group interviews were conducted with three groups of participants. Initial findings of thematic analysis revealed the themes, such as, teachers as citizens, the Anthropocene and transdisciplinarity, possible obstacles while integrating the Anthropocene in chemistry lessons.