

SP - (16461) - BEYOND CATEGORIES: PATTERNS, TRENDS AND DIRECTIONS IN SOCIO-CULTURAL SCIENCE EDUCATION RESEARCH

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Short Abstract

The paper examines the emergence and development of sociocultural theoretical frameworks in science education research during the past 50 years, with the aim of elaborating how such frameworks can enhance research perspectives. Beginning with a historical perspective on the use of sociocultural theoretical frameworks in science education, this review discusses key overarching concepts within sociocultural theoretical frameworks and elaborates the ways in which these concepts have framed science education research. Often science education scholars talk of socio-cultural perspectives, but what does that mean and what is the genealogy of sociocultural studies in science education? The systematic review of the literature included up to past 50 years of articles published in five high-impact journals focusing on science education (International Journal of Research in Science Teaching, Journal of Research in Science Teaching, Research in Science Education, Science Education, and Studies in Science Education) as well as two handbook series Through this systematic review of the literature, we will identified how sociocultural perspectives were used to address some of the perceived limitations of the theory science teaching and learning in science.)