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'Exploring Science' has evolved to meet the advancing needs of today's science lessons. The student's book is now combined with a CD-ROM. The CD-ROM contains an ActiveBook (a digital version of the student book), fully blended with an extensive range of interactive multimedia resources.

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How Science Works provides student and practising teachers with a comprehensive introduction to one of the most dramatic changes to the secondary science curriculum. Underpinned by the latest research in the field, it explores the emergence and meaning of How Science Works and reviews major developments in pedagogy and practice. With chapters structured around three key themes - why How Science Works, what it is and how to teach it □ expert contributors explore issues including the need for curriculum change, arguments for scientific literacy for all, school students□ views about science, what we understand about scientific methods, types of scientific enquiry, and, importantly, effective pedagogies and their implications for practice. Aiming to promote discussion and reflection on the ways forward for this new and emerging area of the school science curriculum, it considers: teaching controversial issues in science argumentation and questioning for effective teaching enhancing investigative science and developing reasoned scientific judgments the role of ICT in exploring How Science Works teaching science outside the classroom. How Science Works is a source of guidance for all student, new and experienced teachers of secondary science, interested in investigating how the curriculum can provide creativity and engagement for all school students.

Evolution is just a theory, isn□t it? What is a scientific theory anyway? Don□t scientists prove things? What is the difference between a fact, a hypothesis and a theory in science? How does scientific thinking differ from religious thinking? Why are most leading scientists atheists? Are science and religion compatible? Why are there so many different religious beliefs but only one science? What is the evidence for evolution? Why does evolution occur? If you are interested in any of these questions and have some knowledge of biology, this book is for you.

"Exploring Science: Working Scientifically has been designed to deliver the new National Curriculum and the Science Programmes of Study for Key Stage 3 (published September 2013)."--Page 1 of Teacher and technician planning pack.

The material in this book forms the basis of an interdisciplinary, college-level course, which uses science fiction film as a vehicle for exploring science concepts. Unlike traditional introductory-level courses, the science content is arranged according to major themes in science fiction, with a deliberate progression from the highly objective and discipline-specific (e.g. Reference Frames; Physics of Space Travel and Time Travel) to the very multi-disciplinary and thought-provoking (e.g. Human Teleportation; Science and Society). Over 100 references to science fiction films and television episodes are included, spanning more than 100 years of cinematic history. Some of these are conducive to calculations (solutions included).

The topics explored in each chapter are based on hundreds of discussions the author has led with adult science learners over many years □ people who came from all walks of life and had no scientific training, but had developed a burning curiosity to understand the world around them. This book encourages us to reflect on our own relationship with science and serves as an important reminder of why we should continue learning as adults. Praise for Why Icebergs Float 'Asking questions is an important scientific skill and sometimes we can only understand something when we can find the language to ask the right questions; books like this can be really helpful in this respect....This book is one of UCL□s open access books. This means that it can be downloaded as a free PDF from the UCL Press website. The commitment to making scientific works such as this freely available is very welcome. This book is very accessible and deserves to reach a wide audience.' - School Science Review 'Morris says in the prologue: □If you come away from this book with a greater interest in science and enhanced confidence about tackling it, the book will have served its purpose.□ So, don□t be afraid of science and give Why Icebergs Float a chance. You will absolutely enjoy it.' - Chemistry World '[Why Icebergs Float] draws on experiences and first-person narratives of adult learners who □ out of genuine curiosity or embarrassment at their levels of scientific ignorance □ have sought to catch-up on lost school science and get a better understanding of their surroundings as a result.' - Education Journal '□The approach illustrates beautifully the influence of language on understanding. The author makes clear how common language can be misleading when scientists have used everyday words but given them very specific meanings.□ Physics Education