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2015-04-04

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one of the central features in current educational reforms is a focus on learning outcomes many countries have established or revised standards to describe what teachers are supposed to teach and students are expected to learn more recently the emphasis has shifted to considerations of how standards can be operationalized in order to make the outcomes of educational efforts more tangible this book is the result of a symposium held in kiel that was arranged by two science education groups one at the ipn leibniz institute for science and mathematics education at the university of kiel in germany and the other at the university of york uk the seminar brought together renowned experts from 12 countries with different notions of the nature and quality of learning outcomes the aim was to clarify central conceptions and approaches for a better understanding among the international science education community the book is divided into five parts in part a the organizers set the scene describing the rationale for arranging the symposium part b provides a broad overview about different approaches challenges and pitfalls on the road to the clarification of meaningful and fruitful learning outcomes the set of papers in part c provides deep insights into different although comparable approaches which aim to frame to assess and to promote learning and learning outcomes in science education smaller projects are presented as well as broad

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