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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 26 pages. Original publisher: Washington, D. C. : National Center for Education Statistics, 2006 OCLC Number: (OCoLC)70729236 Subject: Science -- Study and teaching -- United States. Excerpt: . . . FIGURE 8. Percentage of eighth-grade science lessons that supported all main ideas with more than one set of first-hand data, phenomena, and visual representations, by country: 1999 Percent 100 d More than one set of first-hand data 80 3 More than one phenomenon More than one visual 4 60 representation 40 67 59 56 55 54 45 42 20 40 29 26 23 22 21 18 15 0 AUS CZE JPN NLD USA 1 Country 1 AUS Australia; CZE Czech Republic; JPN Japan; NLD Netherlands; and USA United States. 2 More than one set of first-hand data: AUS, JPN CZE, NLD, USA. 3 More than one phenomenon: AUS, JPN CZE, NLD, USA. 4 More than one visual representation: CZE, JPN NLD. SOURCE: U. S. Department of Education, National Center for Education Statistics, Third International Mathematics and Science Study (TIMSS), Video Study, 1999 Differences in Student Actions Among the major activity types examined in this study, independent practical activities (observing and manipulating objects), independent seatwork activities (reading, writing, and small group discussions), and whole-class discussions engage students most actively in doing science work. Independent practical activities: Across-country differences, described and presented previously in figure 2, indicated that Australian and Japanese science lessons focused more time on independent practical activities than did Czech and Dutch lessons. Independent seatwork activities: Dutch lessons focused more time on independent seatwork activities compared to Czech and Japanese lessons (figure 2). Whole-class discussions: Whole-class discussions accounted for 10 to 33 percent of the instruction time (...)



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