Science literacy and discursive constructions in science education
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IHPST Paper Abstract

In science education, efforts to preserve discrete boundaries around concepts have extended and reinforced the influences of modern schooling, namely to “thingify” concepts and engender a rationally ordered curriculum. The perpetuation of fixed concepts in science education literature (e.g. life versus non-life, method, and epistemological objectivity) misrepresents a broader history of science, which consists of many complicated stories that are full of change and nuance. The inclusion of “literacy” in science literacy does not necessarily mean that the “science” in science education is shifting from “hard” to “soft.” Rather, the inclusion of science-as-discourse suggests a definition of science literacy that recognizes the historical production of scientific knowledge. As a result, it extends the possibilities for what can be thought, studied and imagined in the name of science education.