

Role-playing for learning to explain scientific concepts in teacher education

Juego de roles para aprender a explicar conceptos científicos en formación de profesores

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© 2017, Foundation Journal of Science Education. All rights reserved. This study explores role-playing as a method for learning to teach scientific concepts through explanation during teacher education. The participants were 38 biology and primary school science student teachers from three Chilean universities. They were involved in the simulation of teaching, playing the roles of teachers, pupils and assessors in small groups; they mutually assessed each other and implemented their explanations. Fourteen role-playing sessions were analyzed including three focus groups at the end of the experience. The explanations were analyzed in their structural and representational elements, which could involve aspects of nature and or history of science. Qualitative analysis was conducted following the processes of Grounded Theory. Results showed post explanation to be more structured and richer in resources. The participants recognized and identified their explanations as models that might change