

Interdisziplinäre Vortragsreihe Bildungsforschung

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Prof. Dr. Frackson Mumba, University of Virginia, USA

Preparing Science Teachers in Language and Literacy-Integrated science teaching: The Model & Outcomes

In the United States, K-12 science classrooms have become more linguistically diverse. For example, more than 10% of K-12 students across the country are classified as English Learners (ELs). National science education reforms and standards require science teachers to have knowledge and skills to teach science to all students, including English Learners. However, many science teachers have no formal preparation in language and literacy- integrated science instruction, which research suggests can be effective for growing English learners' content and language development. In response to this problem, our research group developed and implemented a model for preparing science teachers in language and literacy- integrated science instruction in our science teacher education program. We have conducted research studies to evaluate the efficacy of the model. The model, research outcomes, and suggestions for implementing the model in teacher education will be presented and discussed.

Biography

Frackson Mumba is an Associate Professor of Science Education at the University of Virginia in the United States. His primary responsibilities are research, mentoring graduate students, and preparing secondary science teachers. He has just completed a \$1.5 million National Science Foundation (NSF) funded NOYCE project at the University of Virginia in which his research group has developed and tested models for effective integration of engineering design, and English language and literacy in science teacher education.

Frackson Mumba's research areas are:

- Inquiry science teaching
- Engineering design integrated science teaching
- English language and literacy integrated science teaching.