

Teaching Nature of Science through Literacy: An Early Childhood Preservice Teacher Study

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Abstract: This study explored incorporation of literacy to teach NOS to early childhood preservice teachers. Researchers sought to improve preservice teachers' conceptions of NOS and their abilities to translate those conceptions into formats accessible by young children. One project was to design a NOS storybook for young children. Data sources included VNOS-B responses pre and post, researcher log, course observations, and collection of preservice teachers' work. Results indicated that though all three preservice teachers planned to teach NOS, only one reflected about her NOS teaching, and she incorporated all NOS aspects accurately into her storybook. Another preservice teacher incorporated most NOS aspects into her storybook accurately, and the third did not accurately incorporate NOS aspects, nor did she reflect on NOS teaching. However, all three incorporated literacy strategies into their science teaching, and reflected on teaching science and literacy, indicating that they may continue teaching science connected to literacy strategies.