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COVER PAGE AND DECLARATION

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a) Predict and/ or Enumerate potential challenges faced in implementing these concepts at the workplace.

Contents

- 1) Science education
- 2) Teachers are central to educate
- 3) Concept of changes in science education
- 4) Conclusion

Science education is learning and teaching of science to school children, college students and adults. This field has its own context, process, teaching pedagogy, and its social science. Science is no less than others definitions are problematic. It is a body of knowledge about the natural world. Science teaching is a complex activity, teaching standards give norms for making judgment about the progress. They try to describe what a teacher must be able to do and understand in this standard.

Teachers are central to education, but they must not be only responsible for reform. Even they must work hard within the institution, collegial, and policy context that supports good science teaching. In addition, even students must accept their responsibility for their own learning. In this standard teachers create an environment where their students take active part in it and work together to make it understandable. At the same time, when students are engaged in learning about the scientific principles and natural world, teachers are also learning to expand their knowledge in it. Some standards of science teaching are:

- 1) Students are greatly influenced by how they are taught.
- 2) Students' understanding is built through social processes.
- 3) Teachers' teaching actions are deeply influenced by their understanding.
- 4) Teachers' actions are deeply influenced by their perception of learning science and as a subject to be taught.

The concept of change in Science education should focus to help students change their existing errors to develop an accurate understanding of scientific concepts. The conceptual changes means not adding new knowledge, rather, conceptual change is changing misconceptions in existing knowledge. Conceptual changes occur when students come to have an improved capability to construct and identify a scientifically accurate and full scientific explanation. Furthermore, we review research regarding practices that can help teachers/educators respond to individual variability, support and address adversity in such wise ways children can learn in school and find positive ways to adulthood.

In conclusion, this change in science education makes it clear how children are shaped by development and interaction. Modern learning makes us understand how children are shaped by "actions wholly united, mind and behavior" Children are natural learners. Even teachers must have theoretical and practical knowledge and abilities about science teaching and science.