

The Relationship between Science Teachers' Perception and Teaching Practice on Scientific Writing

Hyun-Jung Cha

Seoul National University, Korea

The scientific literacy as a general goal for science education asserted by Hurd (1958) has been interpreted in many ways and has been emphasized the need for students to develop understanding beyond scientific concepts and skills. Furthermore, contemporary scientific literacy subsumes the abilities to construct the communications in order to inform others about own ideas through scientific writing. In this respect, many researches have highlighted the importance of scientific writing.

In Korea, Promoting students' scientific literacy is the final aim of the science education based on the 2007 revised science curriculum, which has implemented at middle school since 2010. The science curriculum included critical features such as creativity, scientific writing, and discussion. Particularly, scientific writing is presented for teaching-learning strategy and assessment method.

Science teacher is one of the important factors in science learning and science curriculum implementation. In other words, quality of science curriculum content is significant, but its success depends on the practices of the teacher who conduct science teaching in classroom. In addition, classroom practice should recognize the influence of teachers' perception on their teaching behaviors in classroom. That is, teachers' perspective about scientific writing reflects their attitudes toward and ability to implement writing instruction. The previous researches on writing to teach indicated teachers had difficulty performing it due to insufficiency of their instruction ability and detailed information presented in the curriculum.

The purpose of present study utilizing quantitative and qualitative methodologies is to examine intensively perceptions of preservice science teachers and inservice science teachers about scientific writing containing prior experiences

and their background, and to investigate the relationship between perceptions and teaching practice of scientific writing.