

Physics Department Seminar

Friday February 15th, 2013

11:00am in PhSc 105

“Developing Academic Registers: The Joint Construction of Definitions”

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Abstract:

This talk begins with a brief overview on what makes scientific writing "scientific" and why those features might serve to exclude, rather than encourage, participation in science. I then present a case study of how, by engaging students in scientific practices -- that is, pursuing mechanistic descriptions of puzzling phenomena -- the features of scientific writing begin to emerge, first in interactions and then in writing. I argue (in this talk and throughout my career) that adopting scientific practices -- writing, thinking, communicating scientifically -- requires participation in a scientific community. (This is not your grandma's physics seminar; the language, claims and cases will give a window into how education researchers coordinate claims and evidence.)

