Socioscientific issues via controversy mapping: Bringing actor-network theory into the science classroom with digital technology

# Details

## Year

Not reported

## Scope

Local

## Countries

Sweden

## Type

Empirical research – Experiment/Intervention

## Methodologies

Experimental / Quasi-experimental

## Researched Groups

## Children Ages

Other

## Other Childrens Age Group

17-19 years old

## Funder

The Swedish Research Council (Vetenskapsrådet)

## Funder Types

National Research Council

## Informed Consent

Consent not mentioned

## Ethics

Ethical considerations not mentioned

## URL

https://www-tandfonline-com.ezproxy.ub.gu.se/doi/full/10.1080/01596306.2018.1549704

## Data Set Availability

Not mentioned

# Goals

"What are the current challenges and opportunities for bringing actor-network theory (ANT) into issues-based science education? This article discusses experiences gained from introducing an educational version of ANT deploying digital technology into an upper secondary school science class.... Experimenting with controversy mapping in a Swedish science class raised both conceptual and practical issues. These centre on: (1) how ANT-inspired controversy mapping redesigns the citizenship training enacted by institutionalized approaches to issues-based education as socioscientific issues (SSI); (2) how controversy mapping reconfigures the interdisciplinarity of issues-based science education; and (3) how controversy mapping displaces scientific literacy and knowledge of the nature of science as guiding concerns for teaching in favour of new preoccupations with digital literacy and digital tools and methods as contemporary infrastructures of free and open inquiry." (Authors, in Abstract)