Science as a way of knowing: Using Reader Response as a means to construct a personal understanding of science literature.

Robert W. Blake, Jr., Ph.D.
Robert W. Blake, Ed.D.

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Abstract

Reader Response, a three-component sequence of responding to text: initial response, feeling response, and memory response, was used to allow undergraduate elementary education pre-service interns to write reflective narratives to both fiction and non-fiction science related literature in an environmental science class. Reader Response provided a means for interns to understand scientific writing by constructing their own personal meaning of what they had read. Results from this project provide insight into how we can use science related literature as a means to move beyond science content and allow students opportunities to apply scientific understanding that is relevant to their lives. Implications of this study extend to elementary grades where children can incorporate reader response and respond to the embedded science in children's literature and extend an understanding of how scientific information impacts on their personal lives.

Author Biographies

Robert W. Blake, Jr., Ph.D.
Towson University

Robert W. Blake, Ed.D.
State University of New York College At Brockport
Critique methods such as Reader-Response, Deconstructive Criticism, New Criticism, and many others act as examples of literary evaluations. All of the critique methods share similarities, but differ in other ways. Reader-Response and New Criticism, for example, share characteristics but they are also two very opposing things. Reader-Response focuses on attention towards the text influenced by the reader’s thoughts. New Criticism searches for a meaning but does not allow the author’s idea to influence the process. Reader-Response does the same thing. The critique points out the message without the author’s thoughts. In result, the concept of not having the author involved in the studying process enhances the reader to really focus on the text. Using Reader Response as a means to construct a personal understanding of science literature by Robert W. Blake, Jr., Ph.D. Associate Professor. Relevance to Science Teacher Education As a means for creating personal understanding of science literature reader response is relative to recent discussions in teacher preparation. For example, Korthagen and Kessels (1999) suggest that we, as teacher educators, should focus our teaching efforts on “reflective. As a result, the science fiction is an extremely rich genre of literature, which allows writers to develop new concepts and ideas and present them in the literary form as an alternative vision of the real life presented by the writers. In this respect, it is possible to refer to science fiction literary works created by outstanding writers, such as George Orwell or Robert Sheckley, who created numerous science fiction literary works, which proved to be not only routine science fiction books but they were also a sort philosophic works created by writer to convey their ideas and warn the mankind... In such a way, science fiction literary works focus mainly on the development of alternative ideas, views, and concepts.