Science Autobiography

As you develop your teaching knowledge and skills, it is important consider the experiences you have had throughout your educational experience. Often we do not know why we feel positive about some things and negative about others. For this assignment the focus is on learning science. This assignment is designed to help you discover what has shaped your feelings about science and learning science. The ideas generated will be used to gain insight on what teaching strategies and teaching attitudes are best to promote student learning. The ultimate aim is for you to make discoveries from your past experiences that will help you become the teacher you wish to be, one who makes a difference in a student's life. A former EDN 326 student stated, "I hope that one day I will be able to teach my students science and that they will love it and walk away from each lesson with more knowledge and interest than they walked in with to the lesson" (E. M. with permission).

Getting Started:

Think about the science experiences you have in and out of a school setting. Don't worry if you do not remember everything…our minds just do not work that way. Do consider experiences you think were positive as well as the ones you think were negative. Present your autobiographical narrative as fairly as you can.

Relate early memories of school science and your reactions. Write about your experiences with science and with school science up to now.

The following questions can help you think through your science experiences:

1. How did your family take an interest in science? (Call home if you need to…especially for those early years.)
2. When you look back at your science education, what do you see?
3. How much science did you study in school (including college)? (Was science daily? Several times a week? Every other five-week period?)
4. When did you like science? When did you dislike science? (What topics captured your interest? Which did not?)
5. What were your teachers like? In what ways did teachers help you learn or not help you learn?
6. In examining your story, when has science been a positive experience, a negative experience?
7. What personal experiences with school science, scientists, science in the media, and science teachers stand out for you?
8. What could/should a teacher do to help students learn science?

Image: http://pixy.org/863455/

Format of your autobiography.

It should have these sections *(please use headings for each section):*

Introduction (write this last…it should provide a brief overview of what you will cover in your autobiography)

My science education (earliest memories to today - yes, birth to now – address each year of school) - Mention both positive and negative experiences in this section (provide specific examples of experiences and describe your teachers – feel free to use initials or pseudonyms and the teaching strategies they used). This will be the longest section of your paper. Save your most memorable experience for the next section.

NOTE: If you do not remember science teaching and learning at particular points in time, what do you remember about your teachers and the way they taught?

Most memorable experience (State why this was the most memorable and provide details and examples about the experience and describe your teachers and the teaching strategies they used.)

Looking at my experiences (Look at the experiences you wrote in the last two sections, critique why some of your experiences have been positive and some negative.) State whether you noticed a common set of conditions that made something positive or negative.

Teaching science (Given what you have re-examined about your science experiences/education, state ways in which teachers should help students learn science. Feel free to tap into things you learned in Teaching I that are applicable to science teaching. What is one science teaching goal you have for yourself that you might start on during the term? What is one thing you can do to begin working on this goal?)

Summary (state what you have discovered or reaffirmed about yourself and your experiences with science.)

Use 1" margins all around, 11 or 12 point font, and double space the paper. Based on past terms, papers that are more than five pages long tend to provide teacher candidates with sufficient details and evidence from the past in order to analyze these and support the writing of "Looking at my experiences" and "Teaching science" sections. (Some of the strongest science autobiographies are 10-12 pages long. – remember to provide details and let your autobiography flow.)

Evaluation of Science Autobiography

Name _____

Score _____/_____

autobiography is detailed and in depth (provides thorough examples of experiences and teachers), examples are elaborated, all topics addressed	5	3	1/0	autobiography lacks detail and depth, examples are in the form of general statements, topics missing
reflection is evident - states (a) what has been learned by looking at the past, (b) how this may affect them as a teacher of science, (c) what new perspectives have been gained		3	1/0	(a) list of events and experiences with little or no reflection or critique (b) reflection made in absence of details and critique of past experiences
states (a) one goal to begin working on during the term that is doable and (b) action step is a suitable first effort toward achieving the goal.		2	1/0	(a) Goal cannot realistically begin during this term. (b) Action step too broad.
used headings to show sections of the autobiography			1/0	few or no headings used.
used electronic page numbering			1/0	lacks electronic page numbers
proofread for spelling			1/0	not proofread for spelling
proofread for grammar, syntax			1/0	not proofread for grammar, syntax
proofread for mechanics			1/0	not proofread for mechanics
title page and stapled		2	1/0	

Sample Title Page

My Science Autobiography:
A Science Journey That Started At the Dining Room Table

Donna A. Student
[School Name]
[Course Number]
[Date]