

Science literacy – a mere slogan or new idea?

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Abstract

The concept of “science literacy” belongs at present day to the concepts which are widely analyzed. There is an effort to define the meaning of the concept in pedagogical literature as well as in the other common journals and in further different contexts. But what does science literacy mean really? How is the concept interpreted abroad? What is the status of this concept in the setting of Czech science education in relation to its conception, educational objectives and content? To find answers to these questions we try to analyze in our paper the different approaches to this concept. We also compare the curricula and other pedagogical documents of selected European and non European countries to bring the different approaches to this issue in these countries. Finally we suggest one of the possible conceptions of science literacy (especially from the point of view of educational objectives and content) within the framework of Czech educational system on its primary and secondary level.

Keywords

Science literacy, science literacy abroad, comparative analysis, science education