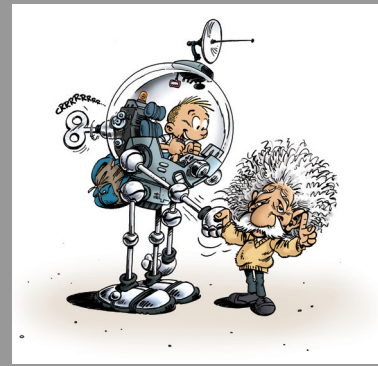


SCIENCE as CULTURE

Editor: Les Levidow



Childish Science

Special Issue 20 (4) December 2011

How do children engage with science? How does science in one's childhood overlap with other scientific practices – or differ from them? According to prevalent developmental perspectives, children's understandings are incomplete – an immature stage of adults' engagement with science.

Such approaches to science education can be questioned via an ironic play with the concept of 'childish science', along three specific lines: Children's life worlds are pervaded by science and are understood through children's imaginaries of science and their practices with science. More than simply incomplete adults, children develop their own sense-making through specific cultures, social relations and rationalities. When introduced to learning settings, specific materials and technologies matter; they represent, communicate and translate knowledges in ways dependent on children's practices. These three aspects of 'childish science' provide a playful intervention for broadening prevalent approaches to science education.

This special issue analyses science in childhood as a specifically 'childish' version of science. Through 'childish' practices and meanings, children are major actors in various settings, including schools, museums and their own homes. The analyses are informed by concepts from Childhood Studies and Science and Technology Studies (STS).

GUEST EDITORS:

**Estrid Sørensen
and Gertraud Koch**

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