



Aligning STS: Using a constructive alignment perspective to optimise learning in the Science, Technology and Society course at Griffith University

Martin Bridgstock

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This book shows how an experienced teacher uses educational theory to improve learning in a large university course. The author begins by reviewing the storm of change which has struck modern higher education, and shows how a study of Science, Technology and Society is essential for understanding and coping with the new environments. Then the nature of Science, Technology and Society is reviewed, so that courses can be placed on a series of relevant dimensions. The key theoretical perspective is constructive alignment, which enables the teacher to integrate course goals with assessment and teaching to improve student performance. Using this perspective, it becomes clear that the course being reviewed has a number of problems. These problems are clarified, and some possible methods for solving them explained. The entire approach -- which can be used on almost any course -- is of great value in enabling teachers to improve student learning.

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