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The European emphasis on science education is centered around providing citizens with essential knowledge and skills that enable them to critically evaluate scientific information. The Organisation for Economic Co-operation and Development (OECD) stresses this importance by highlighting the need for individuals to become informed consumers of scientific knowledge. In recent years, society has faced numerous global challenges such as climate change, pandemics, pollution, malnourishment, and hunger; these issues are deeply rooted in science. As a result, science education is shifting its focus from teaching science content to developing students' and citizens' scientific literacy. This shift aims to increase the number of students graduating with science qualifications, ultimately addressing life-long learning challenges. The Association of European Academies (ALLEA) has formed a working group dedicated to advancing science education across Europe. Their primary goal is to equip students with necessary skills, motivation, and knowledge to pursue careers in science and participate as active citizens. The ALLEA Working Group Science Education consists of esteemed members from various European academies, including Cliona Murphy (Chair), Enrico Alleva, João Alves, and David Cole-Hamilton. Together, they aim to ensure students develop crucial skills like scientific reasoning, critical thinking, creativity, problem-solving, and collaboration. The group has published a survey on climate education initiatives across Europe, aiming to identify trends, gaps, strengths, and weaknesses in existing programs. Their findings will provide valuable insights into improving climate education throughout the continent. The project is examining various pedagogical approaches used for climate education in both formal and non-formal settings across Europe. This analysis will serve as a foundation for developing evidence-based guidelines that can inform policy decisions and improve practice in climate education throughout the continent. Meanwhile, ALLEA's Executive Director Matthias Johannsen is available at [johannsen@allea.org](mailto:johannsen@allea.org) for any queries or concerns. In terms of Science Education, our courses are primarily designed for educators who wish to enhance their knowledge and skills in teaching natural sciences. These programs offer a unique opportunity for teachers to practice new methods in real classroom settings while also preparing them for advanced studies in Science Education. As part of the Science Education curriculum, students are encouraged to develop essential knowledge as active citizens. Photo: Unsplash Subject Overview: Career Prospects With a career in natural sciences education, individuals can enjoy high job market appeal and numerous opportunities for professional growth. Continuing studies in Science Education can provide further career advancement possibilities and even serve as a foundation for future research endeavors. Our postgraduate programs focus on the study of learning, teaching, and knowledge development within and about science. These programs cater to both the school's natural science subjects and the broader areas of biology, physics, geosciences, and chemistry. To learn more (in Swedish), please visit our website. The field of Science Education encompasses subject didactics related to the natural sciences, including teaching, learning, knowledge acquisition, and Bildung in relation to scientific knowledge and its applications in various fields such as technology and environmental education. Subject didactics is an interdisciplinary area where educational research intersects with subject content and real-world school practice. Research in Science Education often begins from a teacher's, student's, or citizen's perspective. In today's complex world, scientific knowledge plays a vital role in people's ability to understand and act upon their environment. Therefore, Science Education research focuses on human knowledge acquisition and education within and about science. Key areas of interest include curriculum development, school improvement, and the process of transforming disciplinary knowledge into content suitable for teaching in schools. The research has practical implications for both curriculum planning and school development. The core of our research is centered around developing useful perspectives and models that can aid science teachers (across all age groups) in lesson planning, implementation, and assessment. We also explore the relationships between subject content and its presentation in various contexts as well as how individuals and groups develop and apply scientific knowledge in these settings. Characteristics of our Science Education research include literacy perspectives, Bildung, democracy issues, and identity formation in relation to science, reflecting a societal perspective on teaching and learning within and about science and related subjects such as technology and geography. Our researchers, publications, and projects are dedicated to advancing the field of Science Education. The publications listed have garnered a total of 17 hits in the year 2025. Notable contributions include a chapter co-authored by Andreas Nehring and Jesper Sjöström, set to be published in 2025, as well as an article or survey by Gonzalo Guerrero and Jesper Sjöström from the same year. In 2024, Vildana Bašić and Eva Davidsson authored a conference paper, followed by several other contributions from various authors including Zeljka Prelevic, Manuela Lupsa, Birgitta Nordén (who authored two papers), Annika Karlsson, Helena Holmström, Jesper Sjöström, Merve Yavuzkaya, Gonzalo Guerrero, Ingo Eilks, and a collaborative effort by Annika Karlsson, Pia Nygård Larsson, Petra Svensson Källberg, and Anders Jakobsson.

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