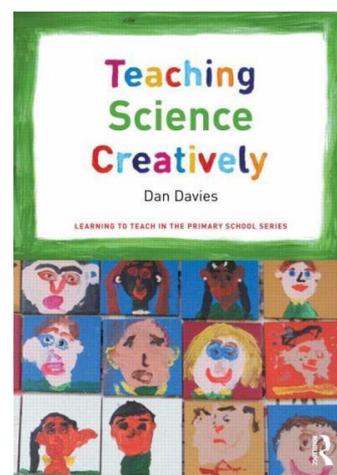


DAN DAVIES (2011). *Teaching Science Creatively*. Routledge, Abingdon 2011, 152 pages.

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How can we teach **creatively**? How can we teach **for** creativity? Where do we start with collaborative enquiry? With cross-curricular links? The outdoors? These and many more questions regarding teaching science creatively are tackled in detail in this book. Dan Davies explores what creativity in science looks like in a variety of contexts, using real classroom examples. Key threads running throughout the book include harnessing the children's sense of wonder, making time for children to explore, and opening up activities to possibility thinking: "*in which children envisage what might be*".



The book begins by analysing the nature of science and creativity. At times the use of statistics seems to suggest that the author is trying to convince the powers-at-be of the importance of Science, but stick with it because once these introductory chapters have set the scene then the rest of the book is overwhelmingly practical. The author is obviously based in the UK, with many references to issues in the English education system, but the examples of creative practice have been gathered from around the world. The worldwide feel of the book is highlighted by the inclusion of a chapter by Ian Milne from New Zealand in which he describes the creative exploration model which promotes the: "*sense of wonder, leading to a desire for understanding and exploration*". For example, wondering why The Gingerbread Man chose to climb on the fox's back to cross the river, could lead to exploring what happens to ginger biscuits (or his sweetie buttons) in water.

Innovative use of technology is a key strength of this book. From using position-linked datalogging to explore environmental conditions around school, to stop-frame animation films of forces in action, to an amazing project where a 'moonbase' was set up in the school grounds with the astronauts inside receiving instructions from inside the school and their progress monitored with remote cameras. Many chapters also contain details of supportive websites, for example, www.sciencepostcards.com provides literary starting pointings for science activities.

This book would appeal to a variety of people: there is enough theory for students looking for an introduction to creativity, and there are enough practical examples to ignite the interest of new and practising teachers. A truly comprehensive guide to creativity.

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