Literature Review in Primary Science and ICT

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Abstract: This review focuses on the development of primary science since it was first introduced in 1989 as a compulsory, core subject in the primary curriculum in England and Wales. It considers the impact of ICT in primary science in relation to the role of teacher and learner, teachers' subject knowledge, the balance between process skills and science content, and the application of formative assessment. It also provides a critical evaluation of ways in which ICT is currently being used to promote good science teaching. While the importance of informal learning is recognised, this review focuses on the development of science learning particularly in primary schools.
Review of schools’ science teaching modules show the use of ICT hardwares and softwares to obtain and use science information, encoding of data, and creating presentations. Science information materials can be obtained from CD-ROM based encyclopedia and other e-books, journals, and articles, through a wide variety of Internet locations, and through local and international electronic library networks. It has been properly illustrated above that advantages of using ICT in primary science education outweighs that of the disadvantages and that problems identified from different settings can be solved with proper planning and coordination among stakeholders. New resources for scientific endeavour and communication today, might play in the changing practices of science teaching in our schools. While the importance of informal learning is recognised, this review describes and contextualises the changes that are taking place in science education specifically in UK secondary schools. It should be noted that Futurelab’s partner publication “Primary Science and ICT” (2003) explores the development of primary science while a further Futurelab report to be published in early 2004 will address the key role of informal learning in science education. We are