

## **The Case of the Storytelling Professors: Co-Teaching Science in the Teacher Education Program**

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The presentation is based on the notion that “stories shape our lives and our culture – we cannot live without them” (Barton and Booth 1990, p.12). It will discuss how two professors collaborate to use stories to teach science to new teachers (Reis and Harrison 2011). Storytelling is a pedagogical tool that can be used to inspire student teachers to draw on their lived experiences as resources to improve their science teaching skills. Indeed, both teachers and students live in stories and use them to tell each other about the things they know (Gudmundsdottir 1995). Moreover, “a curriculum should be seen as an elaborate story—not a story to be told, but a story to be lived (Schank and Berman 2006, p.222). Therefore, stories can help people make sense of their experiences to others (e.g. Steele 2010; Brummett 1991). Otherwise, the lack of this personal narrative element in science teaching and learning can translate into a failure to stimulate the naturally scientific minds of our students at all levels. Finally, we will also discuss how co-teaching can be an effective tool in attempting to teach science through storytelling (Bacharach, Heck and Dahlberg 2008; Lusk et al. 2016).

### **References**

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