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### Science Education and Moral Leadership

Science education has played a large role in fostering the so-called "fact/value" distinction. As commonly advanced, this distinction holds that facts are "objective," values "subjective," with science being the pre-eminent domain of the factual and values belonging elsewhere. Viewed simply as a body of established knowledge, science may still be regarded by some as "value-free." So, science education might seem to be an unpromising avenue for bringing ethics and values into the classroom. But if science is viewed as a human activity, we can see that scientific practice is anything but value free. This provides science teachers with opportunities to function, in part, as moral educators.