

ASTE NEWSLETTER

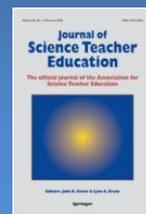


Autumn 2012

Inside:



President's Message	1-3
ASTE Position Statement	3-5
ASTE Forum on Policy	6
Conference News	7-9
Announcements	10-14
Newsletter Info	16



President's Newsletter Message

Over the past several years, the ASTE Board has spent considerable time and energy identifying ways in which our organization could achieve greater visibility within the field of teacher education. The demand for a stronger research base regarding the efficacy of teacher education programs and practices necessary to influence policymakers has never been higher, and ASTE must position itself to have a significant voice in the national debate. We hold the distinction of being the leading professional organization whose primary mission is to promote leadership and support in the field of science teacher education. As such, it's critical that the scholarship and professional activities of our ASTE members be a central part of the ongoing dialogue concerning the recruitment, preparation and retention of highly-qualified science teachers. I'd like to share three examples that serve as evidence of ASTE's increasing profile within the teacher education community.

As an affiliate organization, NSTA has a long history of strong collaboration with ASTE. Earlier this year, NSTA received a grant from the Carnegie Foundation to conduct Project COMPASS (Classroom Opportunities Multiply with Practices and Application of Science Standards). The goal of this important project is to support the successful implementation of the *Next Generation Science Standards* (NGSS) among the nation's science teachers through the development of an online collaborative learning environment where teachers can access instructional coaching and curriculum materials that are aligned with the NGSS. COMPASS will provide dynamic learning opportunities for teachers

President's Message Continued

that offer resources, instructional strategies, research information, assessment ideas, and curriculum exemplars. The COMPASS web site will also include a community area for sharing ideas as well as teacher-rated lessons. Recognizing the critical role that ASTE and its members play in the preparation of science teachers, our organization was invited to be a major player in Project COMPASS as grant partner and member of the project's Advisory Board. A central activity of COMPASS will be providing face-to-face professional development sessions for ASTE members about the Next Generation Science Standards and how COMPASS can support the needs of science teacher educators and professional development providers in designing robust learning experiences for future science teachers. NSTA is also eager to include the research conducted by ASTE members as part of the COMPASS web site offerings. ASTE's involvement in Project COMPASS is both timely and strategic as we look for key outlets to further distribute our scholarship while also supporting the ongoing development of science teacher educators. This important alliance with NSTA will help broaden the scope of ASTE's influence on policy and practice.

A second indicator of ASTE growing presence on the national stage was evidenced by a recent special invitation for our President to participate in a panel discussion with leaders from other teacher education societies held at the American Association for Colleges of Teacher Education (AACTE) headquarters in Washington, DC in early October. These leaders met to discuss the reform of teacher education across the United States. The Presidents' roundtable was jointly sponsored by AACTE and the University of Michigan to highlight a new initiative at Michigan called TeachingWorks (<http://TeachingWorks.org>). This program has been established to raise the standard for classroom teaching practice by transforming how teachers in all subject areas are prepared and supported, particularly in the early stages of their professional career. The TeachingWorks project seeks to enhance our understanding of the core practices and knowledge essential for competent teaching practice. To do this, TeachingWorks is geared toward identifying practices of teaching that are particularly "high-leverage" for novice teachers. All of the research, training, and materials development efforts associated with TeachingWorks are geared toward these overarching goals. Much of the panel discussion was geared toward identifying deliberate ways ASTE members could contribute research and professional development resources that would further establish a professional system for preparing teachers based on sound empirical evidence of success in both the K-12 classroom and pre-service programs.

A final example of ASTE's increasing national profile is evidenced by our recent invitation for the ASTE President to participate in the National Technology Leadership Summit (NTLS) held in Washington, DC in mid-October. At the summit, the leaders of various teacher education organizations came together to discuss the creation of video-based teaching cases that teacher educators and professional development providers could employ to illustrate effective uses of technology for pre-service teachers in each of the core content areas. In particular, these video cases are intended to highlight how technology is best integrated into teaching in the unique context of science, mathematics, English, and social studies classrooms. ASTE has been formally invited to collaborate with researchers at the University of Virginia who are developing these video cases for use with pre-service science teachers to ensure that they reflect the research base established by

President's Message Continued

members of the ASTE community regarding science teacher development. The main goal is for these video cases to become resources that ASTE members would find valuable for use in their own teacher education programs. To further promote the importance of collaboration about how best to prepare teachers to use education technology, several of the teacher education society presidents, along with the Executive Director of AACTE, jointly authored an editorial that appeared in the *CITE* journal (Dilworth, et al, 2012).

These three examples showcase important ways in which ASTE is actively pursuing opportunities to expand our reach and to have a greater voice in the national teacher education dialogue. I encourage all of our ASTE members to actively contribute to these three pivotal projects so that our collective scholarship makes an even stronger impact on the field.

Lastly, for those of you attending your first ASTE meeting in January, we have a special Mentoring Program that matches new attendees with mentors who will be able to answer questions and assist you in finding your place at the conference and in the organization. If you are interested in participating in the mentor program (either as a mentor or mentee), please check the appropriate box on the registration form and/or contact Michael Dias (mdias@kennesaw.edu). I look forward to seeing you all in Charleston, SC!

References:

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ASTE Position Statement on Teaching Evolution

Dear ASTE members,

Below is a new ASTE Position Statement on Teaching Evolution that has been developed by a constituent body of the ASTE membership under the leadership of the ASTE Policy and Government Relations Forum. We are currently seeking membership input to the position statement. Please send any comments directly to Ian Binns at ian.binns@uncc.edu.

Title: ASTE Position Statement on Teaching Evolution

Introductory Paragraph(s):

The Association for Science Teacher Education (ASTE) strongly supports the position that evolution provides the foundation for all modern biology. Evolution is defined as "descent with modification, the scientific theory that states that living things have diverged from shared ancestors" (Jensen, 2008, p. 2). The rapid advances made by society in areas such as life science, medicine, and agriculture can be directly attributed to our understanding and application of evolution (National Academy of

ASTE Position Statement Continued

Science and Institute of Medicine, 2008). The teaching of evolution is prominently advocated in recent U.S. national science education frameworks as well as in several international standards documents (American Association for the Advancement of Science, 2007; National Research Council, 2012; Waddington, Nentwig, & Schanze, 2007). It is imperative that preservice and inservice teachers have a clear understanding of what evolution is, the importance of evolution to science and society, and have an awareness of actions and organizations that seek to undermine the teaching of evolution in formal and informal science learning environments.

The teaching of evolution has been consistently challenged in the United States since the 1920s, when states such as Tennessee (Butler Act of 1925) and Arkansas (statute in 1928) passed legislation prohibiting the teaching of human evolution in public schools (Larson, 1997). These legal challenges were defeated with the Supreme Court's 1968 ruling in *Epperson v. Arkansas* that laws prohibiting teachers from teaching evolution are unconstitutional (Matsumura & Mead, 2007; Wexler, 2006). In addition, those opposed to evolution have also attempted to 'balance' the teaching of evolution in schools with Bible study, 'creation science', and 'intelligent design' (Behe, 1996). These attempts are regularly deemed unconstitutional by U.S. federal courts. Finally, others have attempted to undermine the teaching of evolution by characterizing it as 'controversial' or 'only a theory' (Miller, 2008).

Challenges to the teaching of evolution occur at every level of educational governance in the U.S. At the state level, legislatures frequently consider bills denigrating the scientific teaching of evolution. For example, Louisiana passed and enacted such a bill in 2008 (Binns, 2011) with Tennessee following suit in 2012 (Thompson, 2012). At the district level, local school boards frequently consider policies disparaging evolution, or attempting to 'balance' the teaching of evolution in science classrooms with 'creationism' or 'intelligent design'. For example, in 2004, the Dover Area School Board in Pennsylvania adopted a policy recommending the teaching of intelligent design in science classrooms that was ruled unconstitutional in 2005 by a federal district court (Matsumura & Mead, 2007; Wexler, 2006). Such policies have had a negative impact at the classroom level with respect to the science curriculum and implementation of instruction. A national survey of public high school biology teachers conducted in 2007 revealed that one in eight teachers was teaching creationism as scientifically credible (Berkman & Plutzer, 2011). In addition, this study reported that 60% of the surveyed biology teachers were not teaching evolution at all in the science curriculum.

Although anti-evolution efforts are particularly pervasive in the United States, ASTE recognizes that this problem is of global concern. For example, scientists in England urged the government to ban the teaching of creationism and intelligent design in publicly funded schools (Butt, 2011). More recently, scientists in South Korea defeated attempts to remove examples of evolution from high school biology textbooks (Park, 2012).

ASTE Position Statement Continued

In order to clearly state our position about the fundamental importance of teaching evolution in all science learning environments, the Association for Science Teacher Education makes the following declarations:

- We support the teaching of evolution in K-12 and post-secondary science classrooms, and informal science learning environments, on the grounds that the science of evolution provides the foundation for all modern biology.
- We declare that it is the responsibility of all current and future science educators to teach science concepts, laws, and theories accepted by the scientific community as accurate.
- We denounce any effort to undermine the teaching of evolution at the local, state, or federal level, as these efforts seek to confuse teachers, students, and members of the community at large about the validity of key scientific theories, the nature of science, and the integrity of scientists.
- We advocate that science teacher preparation programs educate preservice teacher candidates about strategies used by those individuals and organizations seeking to undermine the teaching of evolution.
- We urge science teacher preparation programs to educate preservice teacher candidates about how to address potential problems that may emerge from individuals and/or organizations that seek to undermine the teaching of evolution.
- We support organizations, such as the National Center for Science Education (NCSE), who work to defend the teaching of evolution.

Authors:

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Kate Popejoy, The University of North Carolina at Charlotte

References:

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ASTE Position Statement Continued

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ASTE Forum on Policy and Government Relations

We certainly spoke too soon in the summer newsletter about a slow policy season. Teacher preparation is most definitely a high priority for Secretary Duncan and the USDOE and it is worth some of your time to review the proposed *Educator Preparation Reform Act*. The overview is provided below and you can easily find the complete document via a quick internet search:

Research has shown that the most important school-based factors for raising student achievement and turning around struggling schools are teacher quality and school leadership. The Educator Preparation Reform Act will improve accountability for teacher preparation programs by requiring reporting on program features that are related to future success in the classroom such as admissions standards, clinical preparation requirements, and outcome measures such as placement, retention, and performance. It makes significant improvements to the Teacher Quality Partnership Grants in Title II of the Higher Education Act by expanding the residency programs to include principals and providing partnerships flexibility in meeting the instructional needs of local school districts. The bill reforms the TEACH Grants to focus grant aid on future educators who are completing their preparation programs.

Additional summary and commentary can be found on the Teacher Beat blog, http://blogs.edweek.org/edweek/teacherbeat/2012/09/_have_introduced_companion_bil.html.

The bill is supported by AACTE (see links on www.aacte.org) and NSTA is considering supporting the legislation as well. I had a chance to provide some feedback to NSTA and I had a number of concerns including (a) a lack of an evidence base for the proposed, value-added formula driven oversight of teacher preparation, (b) duplicating the efforts of accrediting organizations such as NCATE/CAEP, and (c) the costs associated with collecting meaningful data on teachers that complete our preparation programs. These and other concerns were not lost on AACTE and the Higher Education Task Force on Teacher Preparation. Several of our Forum members had a conference call with AACTE representatives as well as Jodi Peterson from NSTA. There is great concern for using value-added data to numerically rate teacher preparation programs and to use these ratings to, for example, disperse funds from TEACH grants.

It is also worth noting that a process called *negotiated rulemaking* was used initially to draft teacher preparation legislation. In short, this refers to a process where stakeholders are given a task and if they cannot reach some sort of final compromise, the USDOE takes over. This is exactly what happened in April and, thus, *The Educator Preparation Reform Act* has been proposed. So, look the legislation over and contact me with any information or concerns (Joe Shane, jwshan@ship.edu). This is as real as it gets for teacher preparation.

An Invitation to the January 9-12, 2013 ASTE International Conference in Charleston, South Carolina

The ASTE Conference Planning Committee and President John Tillotson cordially invite you to attend this year's conference. We launched the first standalone conference in Charleston, South Carolina in January of 1993 and are returning for our twentieth anniversary. The conference will begin with pre-conference activities on January 9 and continue through Saturday, January 12th. Charleston is filled with wonderful sights, sounds and culture. Thus, our theme: Science Education through a Historical and Cultural Lens, will help us enjoy our own history and culture as well as the history and cultural capital that you will bring! We truly appreciate the diversity among our members and find the possibilities for dialog intriguing. We are looking forward to another exciting year as we talk with old friends and make new ones.

Meta Van Sickle and William Veal, 2013 ASTE Conference Planning Committee Co-Chairs

ASTE 2013 International Conference

*Science Education
through a Historical and
Cultural Lens*

January 9-12, 2013

[Francis Marion Hotel](#)

387 King Street
Charleston, SC 20403
843-722-0600



ASTE Environmental Education Forum-Sponsored Field Trip in Charleston

The ASTE Environmental Education Forum is sponsoring a History-Nature Boat Tour of Charleston Harbor field trip at our 2013 annual meeting in Charleston, SC. The field trip is scheduled for Saturday afternoon on January 12 from 2:30 - 6pm. This is a 3 hour boat trip program which combines Charleston's history and beach ecology of Morris Island. We will be joined by a licensed history guide and naturalists. We'll learn about Charleston's rich history and colorful maritime history. The history program route encompasses the Charleston Battery, Fort Sumter, Fort Moultrie and the Yorktown. The Morris Island beach ecology program allows us to see Charleston's Waterfront, the Battery and Ft. Sumter. A crab pot will be pulled with contents viewed on an onboard touch tank. We will all partake in a beach walk with the naturalists. Like our Florida field trip at last year's meeting which included a fantastic boat tour of Myakka River, you'll want to bring your field glasses and cameras. Also, your family members are welcome to attend.

Contact Al Bodzin at amb4@lehigh.edu for additional information.

Put One Foot in Front of the Other!

As you are wrapping up this academic year and starting to think ahead to ASTE, remember there's a great way to start off the conference. Yes, it's the Science Teacher Shuffle! We'll again be meeting in the conference hotel lobby on Thursday at 6:45 AM to kick off the conference on the "right foot!"

Join us for a 3 mile fun run or a 2 mile walk. There is no better way to start the day than with a little exercise in a non-threatening atmosphere with terrific company

The race is free! So all you need do is complete the application and email, fax or snail mail it to me OR bring a completed app to the hotel lobby the morning of the race. The application with numbers/addresses can be downloaded from theaste.org

Hope you will join us!

Tisha Morrell
morrell@up.edu

ASTE Regional Conference News: Mid-Atlantic

On September 28-29, 2012, the annual meeting of the Mid-Atlantic Association of Science Teacher Education was hosted by Virginia Polytechnic Institute and State University (Virginia Tech). Conference coordinators George Glasson, Brenda Brand and Jessica Stephenson arranged for pleasant autumn weather conditions on the picturesque Mountain Lake Conservancy in Pembroke, Virginia. Our conference followed the hotel's celebration of the 25th anniversary of the 1987 classic movie, *Dirty Dancing*, and coincided with the hotel's Oktoberfest celebration.

The 52 attendees had opportunities to participate in 22 paper conference sessions organized within six strands: Technology in Science Education, Early Childhood Education, Cultural Studies, Professional Development, Science Teacher Education, and Science Teacher Pedagogy. Twelve posters were presented Friday night during a social event which allowed for rich engaging conversations.

Dr. Gresilda (Kris) Tilley-Lubbs of Virginia Tech offered a poignant keynote address entitled *The Impact of the Demographic Imperative on Teacher Education*. The conference ended with "News from the States" and a "Business Meeting" in which Tina Cartwright of Marshall University became the Mid-Atlantic Conference Coordinator for our 2013 meeting at Pipestem Resort, West Virginia.

Submitted by Sherri Brown, Mid-Atlantic Regional Director to ASTE

NSTA Research Dissemination Conference

The 2013 annual conference is scheduled for April 11-14 in San Antonio, Texas. NSTA's 2013 Research Dissemination Conference (RDC) that will be held as part of the national meeting in San Antonio, Texas. The RDC will focus on the research underpinning the Next Generation Science Standards. NSTA is holding a STEM Forum & Expo, St. Louis, Missouri: May 15-18, 2013 (*Evening Exhibits Preview: May 15*). ASTE identified "good research worth reading" articles for NSTA's Summer Reading program for teachers (see www.nsta.org/highschool/connections.aspx).

Call for JSTE Editorial Review Board Members

Our purpose herein is to issue a call to members of the Association of Science Teacher Educators (ASTE) who would like to serve on the Editorial Review Board for the *Journal of Science Teacher Education (JSTE)*. We are seeking both U.S. and international applicants.

JSTE is the flagship journal of the *Association for Science Teacher Education*. It serves as a forum for disseminating high quality research and theoretical position papers concerning the preparation and inservice education of teachers of science. The journal publishes eight issues per year, featuring pragmatic articles that offer immediate ways to improve conditions in classroom teaching and learning, professional development, and teacher recruitment and retention at all grade levels. Beginning in 2013, a special section within each of the eight issues of the journal will be devoted to science teacher education at the elementary level.

We are seeking international applicants as well as U.S. applicants.

Qualifications:

- Competence in research and/or methodology within some aspect of science teacher education.
- Ability to judge the quality of a manuscript within an area of science teacher education
- Ability to identify particular strengths and weaknesses of a manuscript and, in a professional manner, to offer suggestions for revising manuscripts.
- Established record of publication in peer-reviewed science education and/or related journals.

Duties and Responsibilities:

- Read and evaluate six to eight manuscripts per year.
- Provide written reports on manuscripts reviewed using the criteria and evaluation form provided by the Editor(s).
- Review manuscripts within four weeks of receipt.

To apply, please electronically submit the following materials to Lynn Bryan at labryan@purdue.edu by **November 15, 2012**:

1. A letter of interest that includes a list of at least four areas of expertise in science teacher education in which you would be comfortable reviewing manuscripts.
2. A two-page vita that *emphasizes publications in refereed journals and includes any previous reviewing or editing experience.*

Applications Now Being Sought for

EDITOR

Science Education Section *Contemporary Issues in Technology and Teacher Education* **Association for Science Teacher Education**

The Publications Committee of the Association for Science Teacher Education (ASTE) is seeking applications for Editor or Co-Editors for the Science Education Section of the online journal, *Contemporary Issues in Technology and Teacher Education (CITE)*. The duration of appointment is for three years, beginning in January, 2014, plus a half-year overlap with the current editor from July 1, 2013 to December 31, 2013. Thus the new editor will assume full editing responsibilities of the Science Education Section from January 1, 2014 to December 31, 2016.

The *CITE Journal* is an online, peer-reviewed journal, established and jointly sponsored by five professional associations (ASTE, AMTE, NCSS, CEE, and SITE). This is the only joint venture of this kind in the field of teacher education. Each professional association has sole responsibility for editorial review of articles in its discipline. The journal's online medium allows authors to demonstrate the technologies about which they are writing, including video and audio segments, animation, virtual reality, Web links, and simulations. The current issue of the journal may be accessed at <http://www.citejournal.org>.

The CITE Science Education Section Editor must be a member in good standing of ASTE. This individual should have expertise in research in science teacher education and applications of technology as well as experience publishing and reviewing manuscripts for professional refereed educational journals. In addition, the editor will be expected to attend annual meetings of ASTE and serve on the ASTE Publications Committee.

CITE holds an annual editors meeting in conjunction with the annual meeting of the Society for Information Technology and Teachers Education (<http://site.aace.org/>). Attendance is encouraged, but not required. The primary editor of the Science Education Section of CITE receives a complementary registration for the conference.

Responsibilities

The CITE Science Education Section Editor will:

- Maintain academic standards that are comparable to those of the *Journal for Science Teacher Education*.
- Target one to two articles for the Science Education Section of each quarterly issue; i.e., four to eight articles per year.
- Assign manuscript submission to two review board members
- Consider reviews, decide disposition of manuscripts, and communicate decision with authors.
- Solicit manuscripts for the CITE Science Education Section.

Applications Now Being Sought for EDITOR Continued

- Originate the call for and the selection of manuscript reviewers.
- Maintain communication between CITE and ASTE.
- Maintain correspondence with CITE reviewers (including annual thank-you letters).
- Compile statistics and maintain files as appropriate for the Science Education Section - Ensure that reviewers are thanked publicly on an annual basis.
- Coordinate, conduct and/or participate in a "Publishing in Science Education" session at the annual ASTE meeting.
- Submit semi-annual board reports to ASTE through the Publications Committee.

Interested persons should submit a letter of inquiry to the Chair of the CITE Editor Search Committee. Full applications for the position are due by **November 15, 2012** and should include:

- a cover letter of application
- vita(s)
- a statement detailing institutional support

Questions may be directed to Alec Bodzin, Chair CITE Editorial Search Committee at amb4@lehigh.edu.

Please send these materials to the Chair of the CITE Editor Search Committee **via email** to:

Alec Bodzin
Chair CITE Editorial Search Committee
College of Education
Lehigh University
A113 Iacocca Hall
Bethlehem, PA. 18015

Ph. (610) 758-5095
Email: amb4@lehigh.edu

Call for Papers



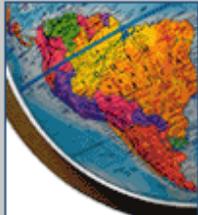
CITE
← JOURNAL →

**CONTEMPORARY ISSUES IN
TECHNOLOGY AND TEACHER EDUCATION**

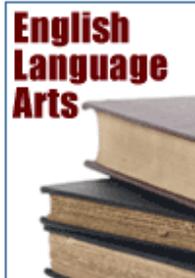
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Social Studies



English Language Arts





Math



Science

The *CITE Journal* is an online, peer-reviewed journal, established and jointly sponsored by five professional associations (AMTE, ASTE, NCSS-CUFA, CEE, and SITE). This is the only joint venture of this kind in the field of teacher education. Each professional association has sole responsibility for editorial review of articles in its discipline:

- Educational Technology: General (SITE)
- Technology and Science Education (ASTE)
- Technology and Mathematics Education (AMTE)
- Technology and Social Studies Education (NCSS-CUFA)
- Technology and English Education (CEE)

The *CITE Journal* has a unique Commentary feature, which permits readers to author short responses to articles published in a commentary strand linked to the article. This feature takes advantage of an interactive medium to develop an ongoing, peer-reviewed dialog.

About CITE – Science

Cite–Science is a peer-reviewed online journal for science teacher educators. The journal is co-sponsored by ASTE to publish research reports and theoretical articles on the use of innovative technologies in science teacher education. Authors can include interactive technologies for the readers’ direct access to the example technologies such as video, audio, animation or external links.

Manuscript Information

Manuscripts should directly address technology within science teacher education. Papers may focus on science teachers at any career stage including preservice, new, continuing, or teacher leaders and any grade level including college science science teachers. Manuscripts that examine how technologies can improve programs, courses, or professional development as well as collaboration and partnerships are welcome. Papers that describe innovative approaches to technology enhanced science teacher education are specifically encouraged.

Submission Guidelines

1. Go to <http://aace.org/publish>
2. Login with your AACE login information or create a new login.
3. Select ‘submit article’. Be sure to select CITE (science), as the journal.

Editor: Rebecca Schneider, University of Toledo

Manuscript Solicitation

The Physics Teacher Education Coalition, the American Physical Society, and the American Association of Physics Teachers announce a call for manuscript proposals for a new peer-reviewed book entitled *Effective Practices in Preservice Physics Teacher Education: Recruitment, Retention, and Preparation*. Co-edited by Dr. Eric Brewe and Dr. Cody Sandifer, this book seeks to provide a practical guide to innovative, state-of-the-art programs, and will include papers in the following areas: Recruitment and Retention; Early Teaching Experiences; Preparation in Physics Knowledge, Scientific Practices, and Physics Teaching; The Collaborative Nature of Teacher Preparation; Mentoring and Community-Building; and Case Studies of Successful Preservice Teacher Education Programs.

Manuscript proposals are due February 1, 2013. Full manuscripts will be due in September 2013, and book publication is scheduled for 2015.

For more information, the book editors can be contacted at EffectivePracticesBook@aps.org. The full call for manuscript proposals can be found at: <http://www.ptec.org/effectivepracticesbook>.

Themed Issue: The Application of Technology to Enhance Chemistry Education

Guest Editors: Michael K Seery and Claire McDonnell School of Chemical and Pharmaceutical Sciences, Dublin Institute of Technology, Kevin St., Dublin 8, Ireland.

Call for Papers

Contributions are invited for a themed, peer-reviewed issue of CERP on The Application of Technology to Enhance Chemistry Education

Topics for contribution may include but are not limited to:

- Blended learning to support 'traditional' instruction (e.g. online resources, wikis, blogs, e-portfolios)
- In-class technology (e.g. clickers, iPads or equivalent)
- Online learning (e.g. distance learning initiatives, online collaborative learning, active and interactive eLearning, computer simulations of practical work, modeling software for online learning)
- Cognitive considerations for online learning (e.g. designing online resources)
- E-assessment (e.g. formative assessment strategies, automated feedback)
- Reviews and Perspectives ('State of play' of current trends, historical perspective)

Themed Issue Continued

Contributions should align with the principles and criteria specified in the recent CERP editorial (Chem. Educ. Res. Pract., 2012, 13, 4-7). There is a requirement that papers provide an argument for some new knowledge supported by careful analysis of evidence; either by reviewing the existing literature, analyzing carefully collected research data or rigorously evaluating innovative practice.

Submission of Manuscripts

Manuscripts should be submitted in the format required by the journal using the ScholarOne online manuscript submission platform available through the journal homepage

<http://www.rsc.org/CERP/>. (Please state that you wish your submission to be considered for the theme issue when submitting.) Enquiries concerning the suitability of possible contributions should be sent directly by email to: Michael Seery michael.seery@dit.ie and/or Claire McDonnell: claire.mcdonnell@dit.ie.

Important Dates

Manuscripts should be submitted by 4th January 2013 to be eligible for consideration in the theme issue, subject to authors being able to address revisions without too much delay. Manuscripts received after the deadline can still be considered for the theme issue, but the usual peer review process will not be compromised to reach decisions on publication, and if such articles are accepted for publication too late to be included in the theme issue then they would be included instead in a subsequent issue.

As with other CERP contributions, articles intended for the theme issue will be published as advanced articles on line as soon as they have been set and proofs have been checked, ahead of publication in the theme issue itself.

Dr. Keith S. Taber

Editor: Chemistry Education Research and Practice (Published by the Royal Society of Chemistry)
<http://www.rsc.org/publishing/journals/rp/about.asp>

ASTE Newsletter

Published four times a year by the Association for Science Teacher Education.

Issue Items due by

Summer Aug. 15

Fall Oct. 15

Winter Feb. 15

Spring May 15

All members are invited to submit items.

Editors: Ron Hermann, Rommel Miranda and Todd Campbell

Phone: 410-704-3011 or 435-797-7038