

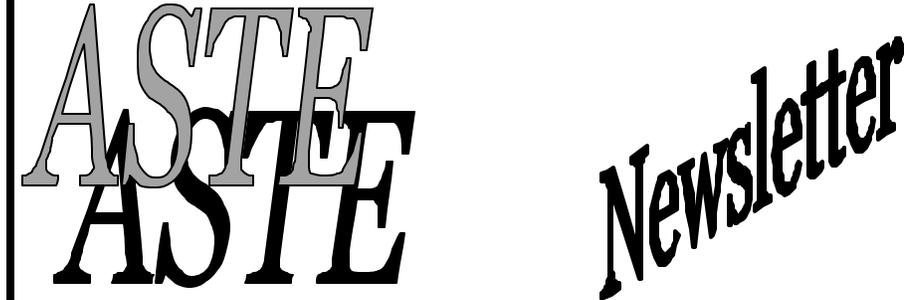
# ASSOCIATION FOR SCIENCE TEACHER EDUCATION

Newsletter Date: Summer 2005

Volume 39 Issue 4

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## President's Newsletter Message Patricia E. Simmons, ASTE President

### ASTE Strategic Planning



At the July 2005 Board of Directors meeting in Portland, members of the Board dedicated a portion of the meeting to continuing the process of strategic planning which began at the Colorado Springs 2004 Summer meeting. Among the excellent resources on strategic planning and nonprofit organizations are: Governance as Leadership: Reframing the Work of Nonprofit Boards (Chait, Ryan, and Taylor, 2005, John Wiley & Sons, Inc.), The Rise and Fall of Strategic Planning (Mintzberg, 1994, Free Press), and Reframing Organizations (Bolman and Deal, 1997, John Wiley & Sons, Inc.).

A summary of selected outcomes from the small group work on strategic planning and Board discussions for the ASTE for the next 5-10 years is outlined below. These ideas are in various stages of development and will serve as the basis for discussion at the annual business meeting and town hall session in January 2006:

#### *Health of the association:*

- continue building on and implementing recommendations from the Long Range Planning Committee;
- establish a financial advisory group;
- conduct orientation sessions on non-profit organizations for board and regional leaders.

#### *Leadership:*

- develop leadership capacity to implement strategic planning and follow through and formalize action plans;
- offer professional development on strategic planning (setting goals, assessing progress, refining strategies) starting with 2007 conference;
- implement professional development for members on policy and policy initiatives;
- design and implement 'Building a Presence for Science Teacher Education' action plan (regionals take lead role). [The Action Plan includes the following elements: establish a description of the idea (goals/projects/

"... we invite all members to contribute ideas and insights in person at the Portland 2006 Board meetings, Town Hall and business meetings, and through email communications."

**President's message continued**

*(Continued from page 1)*

contact people); communicate with regionals and ask them to designate one person per institution in region to serve as contact; and

- formalize the network through website communication and information (possibility of e-communication and e-conference venues).

*Professional Development:*

- design and implement writing conferences targeted toward graduate students, junior/senior faculty members and faculty members/mentors who will meet for several days prior to or after the annual meeting to write and critique their journal manuscripts, book manuscripts, or other written products.

*Vision for ASTE conference:*

- continue to examine what purpose the annual conference serves for participants and how to better assess and address needs of participants;
- continue online proposal submission process (due to the success of the Portland call for proposals);
- continue offering a range of sessions for graduate students through senior level faculty and administrators and professional development workshops embedded in conference;
- continue the rotation of the annual conference around different regions.

*Publications:*

- continue to focus on how publications reflect the goals of the association;
- begin to examine potential venues for early work/works in progress;
- develop mechanisms for strengthening writing skills and high quality products while retaining sensitivity to cultural writing styles.

*Membership Recruitment and Retention:*

- offer roundtable/session targeting new members, graduate students, educators/scientists who work in science teacher education at large and small liberal arts institutions and community colleges;
- encourage current members to invite graduate students and colleagues to join.

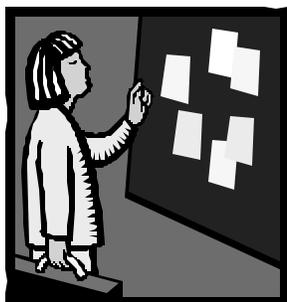
*Long Term Planning:*

- increase participation at annual conference of colleagues, especially scholars of color, at institutions involved in science teacher education;
- conduct outreach through HBCU's, NACA, and related associations to join or attend ASTE;
- establish new award for outstanding JSTE article;
- conduct content analysis of conference program (determine which kinds of scholarship are represented at conference and in journal).

*Executive Secretary:*

- examine duties for executive secretary, specifically reviewing models for executive secretary/executive director (conference duties, fiduciary responsibilities, person shared with other associations);
- begin search for Executive Secretary.

Our discussion on strategic planning resulted in many creative ideas for helping the ASTE to remain viable and build a presence as the principal voice for science teacher education. The Board will continue the conversation and work on strategic planning. To be more effective in this process, we invite all members to contribute ideas and insights in person at the Portland 2006 Board meetings, Town Hall and business meetings, and through email communications. An update on the strategic plan will be shared on the web site and at the Portland 2006 conference (the adventure continues...).



## Announcements

Walter Smith & Caryl Kelley Smith are the Executive Secretaries of ASTE. He may be contacted at:

Walter S. Smith  
 Dept. of Biology  
 Ball State University  
 Muncie, IN 47306-0440  
 765/285-8840

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### Call for JSTE Editorial Review Board Members

This is a call for ASTE members who would like to serve on the Editorial Review Board for the Journal of Science Teacher Education (JSTE). We are seeking applicants for 11 positions; 9 domestic and 2 international reviewers are needed. Details about the positions: terms of office, duties/responsibilities, and qualifications are described on the ASTE website, at the following URL: <http://aste.chem.pitt.edu/>

In addition to the qualifications listed on the Editorial Review Board web page, we are seeking applicants with science teacher education expertise in any of the following areas:

- |   |  |
|---|--|
| 1. Nature of Science  | 2. Inquiry Based Teaching and Learning           |
| 3. Small Group/Collaborative Education  | 4. Learning Cycle                                |
| 5. Constructivism   | 6. Models and Modeling in Science Education      |
| 7. Quantitative   | 8. Assessment                                    |
| 9. Problem Based Learning   | 10. Informal Science Education                   |
| 11. On-line Science Education   | 12. Earth/Space Science Education                |
| 13. Gifted Education  | 14. Multicultural and Gender Concerns and Equity |
| 15. Project and Problem-based Science   | 16. Teacher Self-Efficacy and Conceptual Change  |
| 17. Science Teaching Educational Policy   | 18. Reform in Science Education                  |
| 19. Inservice and Preservice (Elementary and Secondary) Science Teacher Education |  |
| 20. International Science Education Concerns                                      | 21. Science Education in Developing Countries    |

To apply, please submit (by October 21, 2005):

1. A letter of interest, which includes a list of four areas of expertise in science teacher education in which you would be comfortable reviewing manuscripts.
2. A two-page vita (emphasize publications in refereed journals and include any previous reviewing or editing experience).

We would encourage you to apply electronically, by emailing us at: [jste@utoledo.edu](mailto:jste@utoledo.edu). Please do not reply to this address.

If you have any questions, please feel free to call the Editor: Charlene M. Czerniak at: [Charlene.Czerniak@utoledo.edu](mailto:Charlene.Czerniak@utoledo.edu) or phone 419-530-2826.

## ASTE Election Announcement

Please take a moment to vote for new leaders for ASTE! Voting is simple. You can either vote by paper ballot **or** online. Either way the Deadline is: **November 1, 2005**

- 1) Paper Ballot - the ASTE ballot is in this ASTE Newsletter. Simply complete the ballot and mail it to the address on the reverse side
- 2) Online Ballot - Go the ASTE website and vote electronically: <http://TheASTE.org> Just follow the easy directions. ASTE members need to use their last name and ASTE voter PIN to vote online. Members can have their voter PIN emailed to them automatically. Simply go to the voter page on the ASTE website and click on the link "Need your voter PIN?"

Thank you for supporting ASTE!!

Your vote ensures a strong leadership team!

## Candidates for PRESIDENT

### Janice Koch

I am a Professor of Science Education and I direct an outreach institute for the public understanding of and engagement with science. I have been an active member of AETS (ASTE) since the first international meeting and have served in leadership positions at the regional and national levels. I was the Director of the Northeast Region (1993-1995) and I served as Director-at-Large on the AETS Executive Board (2002-2005). I have chaired the Communications Committee and facilitated the development of the ASTE web site with the webmaster. I participated in the development of the ASTE Mission Statement and the ASTE Position Paper on Science Teacher Preparation and Career Long Development. I received the 2002 AETS Award for Best Paper on Innovations in Teaching Science Teachers.

If I am elected President of ASTE, I would foster collaborations with other science education and science teacher education organizations on behalf of a research agenda for science education that is rooted in themes related to teacher education and the nature of the learner. This research agenda has the potential to impact the field through fostering authentic, inquiry-based science education. I will represent the membership and guide the organization to be a voice for scientific literacy at a time when science education has become politicized. I hope to expand the participation of our members in leadership positions. I look forward to maintaining the welcoming environment of ASTE for scholars in all areas of science teacher preparation and professional development. I believe that ASTE provides invaluable mentoring and scholarship opportunities for junior faculty and that we need to continue to expand our professional development offerings in order to further enrich the field of science teacher education.

### Patricia (Tisha) Morrell

I have been involved with AETS/ASTE since the early 1990's when I was a graduate student. I have experienced first hand the value of this organization to K-16 teachers, faculty in science education departments, and faculty who are the sole science educator in a School of Education. I have been pleased to watch ASTE **grow** into a prominent Association with an international reputation.

I have ten years experience as a high school science teacher in New York and Oregon, and ten years experience as a faculty member in the School of Education at the University of Portland. Most of my research over the past several years has focused on examining the reform-based teaching strategies used by preservice teachers as they move from student teaching through their induction years. I am also involved in writing science curricula for K-12 students. My involvement with ASTE includes regularly attending and presenting at the annual international conference. I am in my second term as Director of the Northwest Region and have served on the Awards Committee (1997-2000), the Finance Committee (1993-1996), and am currently on the Conference Committee; additionally, I review for *JESE*. I am a co-chair of the International Conference to be held in Portland in 2006. Most importantly, I have been serving on the Board as the Representative of the Regionals since 2003.

My assistance in the shaping of ASTE's new mission statement and the design of our five-year plan has made me keenly aware of the changes the Association has been undergoing. I believe we need to increase our international and student membership and we need to have our voices heard and sought after by policy makers. My professional experiences, as well as my work with the Association and related organizations (NSTA, NARST, AERA, SSMA), attest to my leadership and organizational abilities. I believe I can successfully lead and work with the Association members as ASTE seeks to strengthen its voice in the setting of national and international science education policy, with particular regard to science teacher education.

## Board at Large Candidate Statements

### Caroline Beller

As a member of ASTE since 1994, I have been learning about how ASTE is organized in specific areas such as registration and the Elections Committee. I have a very strong interest in our organization and its place in science education nationally. We as the leaders have a responsibility to our members and the future science teachers to be as current as possible with practices and theories in order to perform our jobs. Serving as "Director at Large" would give me the opportunity to learn more about how our organization is structured and how it can best serve the members.

Since 1994, as a member of ASTE I have made at least one presentation per year and some years I have been involved in two or more presentations at the national conferences. In addition to making presentations, my service to the organization has involved the following duties:

1. Pre-conference Workshop Chair for Nashville and Charlotte,
2. Served on the conference committees for Nashville and Charlotte,
3. Have been working with the registration committee ever since 1994, and
4. Chair of the registration volunteers since 1997.
5. I was elected to the Elections Committee for a two-year term and served as chair during my second year,
6. For the 2005 conference I served on the Pre-conference Program Committee.
7. In January, Patricia Simmons asked me to serve as the liaison between ASTE and NSTA

### Penny J. Gilmer

If elected to the ASTE Board, I would bring a different perspective than many board members in that I am both a scientist (Ph.D. in Biochemistry, University of California, Berkeley, 1972) and a science educator (D. Sc.Ed. in Science Education from Curtin University of Technology, 2004). Since the early 1990s I have been involved in science education, initially as the bridging person between colleges of education and of arts & sciences in NSF grants. As I learned more, I became increasingly involved in improving both teacher preparation and teacher enhancement. My major research foci include improving undergraduate and graduate teaching in the sciences; examining the progression of undergraduate and graduate students in the sciences (including underrepresented groups); involving practicing and prospective science teachers in scientific research (current focus is on ecological research done with biologists and rangers at state parks); and using qualitative data to evaluate NSF programs such as GK-12 in which graduate students in the sciences work with K-12 teachers to improve teaching and learning for children in these schools. I have published three SERVE monographs, available for free, at <http://www.serve.org/Eisenhower/publications/publications.html>, and I have a new monograph in press to come out this fall 2005 on the experiences and reflections of GK-12 Fellows. I am also coeditor with Peter Taylor and Ken Tobin of the book, *Transforming Undergraduate Science Teaching: Social Constructivists Perspectives* (2002), on improving college science teaching. I am finishing revising my doctoral thesis from Curtin on the action research in my biochemistry classroom, focusing on collaborative learning and technology, for a monograph to be published by Springer early in 2006. Currently, I serve on the Executive Board of NARST (National Association for Research in Science Teaching) and chair the Publications Advisory Committee, and my term ends in April 2006. Since the start of 2005, I have edited the newly revised *E-NARST News*. In 1995, I was proud to be a national award winner of the Innovation in Teaching Science Teachers Award from AETS, with Samuel Spiegel and Angelo Collins for the Science FEAT program we had for 72 middle school science teachers earning masters or specialist degrees through Florida State University.

### William F. McComas

I am pleased to have the chance to serve ASTE as a Board member and through this service return something of what the organization has provided me as a member. The ASTE conferences, journal, and professional network have helped science teacher education become a vital, engaged and unified profession. I believe my organizational expertise, enthusiasm and commitment can further strengthen our association.

During my career, I have taught many different science and science education courses at levels from middle to graduate school and earned the PhD in science education at the University of Iowa. I am founding director of the Program to Advance Science Education at the University of Southern California which has graduated more than one hundred highly skilled science educators including several who have become university professors. I have been honored with the ASTE *Outstanding Science Teacher Educator* award, the Educational Press Association *Distinguished Achievement Award*, the *Ohaus award for curriculum innovation*, and the *USC Associates Award for Excellence in Teaching*. I have served on the Board of Directors of NSTA and am a fellow of the USC Center for Excellence in Teaching.

Continued on the next page.

## Additional ASTE Officer Candidate Statements

### **William F. McComas** –Continued from the previous page

I have guest edited several theme issues of *The Science Teacher* and worked with dozens of scholars in the preparation of *The Nature of Science in Science Education*. My newest book is *Investigating Evolutionary Biology in the Laboratory*. I am a frequent reviewer for many science education publications including *Science Education*, *Science and Education*, the *International Journal of Science and Mathematics Education* and, of course, the *Journal of Science Teacher Education*.

### **Hedy Moscovici**

I have been an active member of ASTE since 1992. As an active member, I was elected to the Election Committee and served for 2 years and collaborated for an award nomination for an international ASTE member. I have been an attendee at several standing committee meetings including informal science and awards committee meetings. At a regional ASTE meeting, I won an award for "Best Paper (Graduate Student Division)."

I continue to be an active participant in the WISE Leadership for ASTE and review conference proposals annually. I have had more than one presentation for ASTE each of the past 4 years and I believe strongly that ASTE is a safe place to share ideas about science teaching and learning. I am interested in increasing the international aspect and perspective of ASTE and in making the organization more visible in the political arena in order to influence policy making that will support science education and equity.

## Candidates for the ELECTIONS COMMITTEE

### **Mary Atwater**

As a teacher educator and researcher, my scholarship has focused on socio-cultural-political influences on science learning and teaching and chemical education. As a member of the former AETS, I was an Editorial Board member of its journal, the chairperson of the Publication Committee, Chairperson of the AETS Awards Committee, a Director-at-Large Board member, and the strand coordinator of the Standards for the Education of Science Teachers: Social Context. With a long dedication to equity and diversity, if I am elected to the Election Committee, I will devote myself to encouraging a variety of our members to seek leadership positions in the organization. As some of our schools continue to diversify while others become more homogeneous, we need teachers of science and science teacher educators to possess the knowledge, skills, and commitment to teach students who are different from them and to help their students to thrive in diverse environments. Hence, I will focus on recommending a slate of officers that can provide the leadership to accomplish this goal, along with the goal of ensuring quality science learning and teaching for all.

### **Judy Beck**

I have been a member of ASTE since I was a graduate student over 10 years ago. I find the collegiality, support, and intellectual stimulation of ASTE an important aspect of my professional development. ASTE is an invaluable resource for professional renewal and affirmation.

I would like to give back to an organization that has given much to me over the years. I am pleased and excited to be nominated for the Elections Committee. In this age of accountability, budget cuts, and reform in teacher education, the leaders who represent the members of ASTE are critically important. These leaders will help pave the future path of teacher education. Therefore, the task of the Elections committee to put forth a viable slate of candidates is of great consequence. I look forward to serving ASTE in this important capacity.

### **Malcolm B. Butler, University of Georgia**

My involvement with ASTE began in 1999 when I presented at the national conference in Austin, Texas. Over the past six years, I have presented papers and workshops at ASTE's national and regional conferences. Currently, I serve on the organization's membership and participation committee. I have also been involved with other national, regional and state science education organizations, serving as conference program chair, presenter, presider and proposal reviewer. In addition, I have conducted teacher workshops and presented research-based papers in Japan, the Philippines, and Singapore.

I will diligently work to recruit and select candidates that are representative of the many communities that constitute ASTE.

## Additional ASTE Officer Candidate Statements

### Additional Candidates for the ELECTIONS COMMITTEE

#### David Crowther

I have been a member of ASTE (AETS) for 12 years and the organization has provided me with rich experiences that have furthered me professionally. It is now my turn to give back to the organization. As a member of ASTE, I have had the opportunity to do multiple presentations at the last 11 years of conferences. I have been on the ASTE committee that reviews for Science Education, I currently reside on the publications committee, and I have worked on several task forces. I am a past president of the Council for Elementary Science International (CESI), Past council member for the National Science Teachers Association (NSTA), Journal Editor for CESI Science, Committee member for the NSTA/ Children's Book Council Outstanding Science Trade books committee, and recent co-author / editor of Science For English Language Learners from NSTA Press.

Most importantly, I would like to serve ASTE to help continue to build the organization. I look forward to serving both ASTE and the membership. It is through those we elect that pivotal changes are made and visions for the future are created and enacted. As an Elections Committee member, I believe that I will serve ASTE well. I understand the importance of electing talented, creative, and hard-working colleagues to important positions and to continue to have elected members represent the diversity and interests of the organization.

#### Mary Stein

It is through those we elect that pivotal changes are made and visions for the future are created and enacted. As an Elections Committee member, I believe that I will serve ASTE well. In addition to being an active member of ASTE since 1996, I am a past president of the *Council for Elementary Science International* (CESI) and former *National Science Teachers Association* (NSTA) Board and Council member. I understand the importance of electing talented, creative, and hard-working colleagues to important positions.

My role at the university involves teaching science content and pedagogy. I am actively involved with informal science educators who also have an important role in the development of science teaching. Through my involvement with teachers and science educators, I believe that I am well qualified to identify colleagues who will support the ASTE mission which is to "promote leadership in and support for those involved in the professional development of teachers of science."

ASTE is comprised of talented and insightful individuals who bring diverse experiences and backgrounds to the organization. There is strength in this diversity and it is important that all voices of the organization are heard. Elections Committee members have a critical role in ensuring that the leadership of our organization is reflective of the diversity in our membership. As a member of the ASTE Elections Committee I will work to maintain a strong slate of candidates that reflects the range of diversity, talents, and strengths of our individual members.

#### Carol Steussy

I've been attending and presenting at meetings of AETS for about ten years. I served on the Board in the late 1990's once as a director of the dormant Southwest Association of AETS (now ASTE). At the time I represented SW-AETS on the Board, I had been nominated to assume the role of director in order to resurrect the temporarily dormant regional association.

I have grown to respect ASTE at both national and regional levels in providing a unique venue for science educators to network, mentor others, and learn from one another as they seek to enhance the professional development of science teachers. If I can be of help to the national organization in fulfilling its mission, I feel I am capable to do so. I have the experience of successful service at the regional level and evidence of scholarship at the national level to serve you well if you are looking for leadership at the committee level. In that regard, I would accept membership on the election committee.

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Use the included paper ballot or Vote electronically by **November 1, 2005**

## Additional Announcements

### ASTE

#### 2005 Annual Conference Proceedings Guidelines

Papers of presentations made at the 2005 ASTE Annual Conference can be submitted for inclusion in the 2005 ASTE Conference Proceedings. The Proceedings will be available on the ASTE Web Site (<http://aste.chem.pitt.edu>).

Papers presented at the 2005 ASTE Annual Conference may be submitted for inclusion in the Proceedings by sending an electronic copy of the presentation as an attachment in Word or RTF format to Warren J. DiBiase at [aets2005@email.uncc.edu](mailto:aets2005@email.uncc.edu). Use the lead author's last name when naming the attached file (e.g. - DiBiase). If submitting more than one presentation, follow the lead author's last name with an underscore and a number (e.g. - DiBiase\_1, DiBiase\_2, etc.). Include the following information in the body of the email:

Author's name(s)  
 Contact information-  
     Email address  
     Phone number  
     FAX number

The 2005 ASTE Conference Proceedings will not be refereed, nor will they be copyrighted. This will allow authors to submit papers included in the Proceedings to journals such as the *Journal of Science Teacher Education* and *Science Education*.

Each submission must be formatted as per the specifications noted below. The Proceedings' editors will review papers, do light editing and make suggested modifications or revisions using Track Changes or Edit Mode. If the paper requires more than light editing, the papers will be emailed back to the submitting author for revision. Submitting authors are asked to return the revised version of the paper within **two weeks**. Use the following scheme when resubmitting the paper as an attached file (Last Name\_revised or Last Name \_1\_revised).

It is anticipated that review by the editors will take about 3 months. The editors reserve the right to not include in the Conference Proceedings, for example: a) documents that do not resemble what is generally considered a "paper" (overheads used in a presentation; handouts such as tables, figures and reference lists without explanatory text), b) papers not prepared in final version using the specified format, c) papers not submitted by a deadline and d) papers not submitted as a single Word or RTF file.

#### Format Specifications

APA style as presented in the 5th Edition of *Publication Manual of the American Psychological Association* should be followed except as noted below:

<b>Font Style:</b>	<b>Times New Roman;</b>
Font Size:	12 point, except for the paper's title, which should be 14 point;
Spacing:	Body of paper double-spaced; Paragraphs indented 1/2 inch; Quotations from interview transcripts should be single-spaced and indented on both sides;
Margins:	1 inch all sides;
Justification:	Left only;
Page numbers	Bottom center (not to appear on final paper);
Running Headings:	None;
Title/Authors:	At the top left margin of the first page of text, please list the paper's title, author(s) and institution(s) only, all single spaced;

- Headings: See example below on placement of headings; Single space within headings; Leave two blank line above first level and one blank line above all other headings;
- Tables and Figures: Place in body of the paper; (Follow APA manual recommendations on format;)
- References: Use first level heading, do not start a new page; double space within and between; indent second (and third) line only 1/2 inch.

**TITLE OF PAPER OR PRESENTATION SUMMARY  
IN 14 POINT TIMES FONT AT LEFT MARGIN IN BOLD CAPS**

(one blank line; Use 12 point Times font at and below this point)

**First Author, First Author's Institution - Left Margin, Bold**  
**Second Author, Second Author's Institution - Left Margin, Bold**  
(two blank lines)

Abstract

Single Spaced Text  
200 words maximum

First Level Heading - Centered, Underlined, Not Bold

DOUBLE SPACED TEXT

Second Level Heading - Left Margin, Underlined, Not Bold

DOUBLE SPACED TEXT

Third Level Heading - Indented Five Spaces, Underlined, Not Bold

DOUBLE SPACED TEXT

*Fourth Level Heading- Left Margin, Italicized, Not Bold*

DOUBLE SPACED TEXT

*Fifth Level Heading- Indented Five Spaces, Italicized, Not Bold.*

DOUBLE SPACED TEXT

**THE LEADERSHIP INSTITUTE IN STS EDUCATION: A COLLABORATIVE TEACHER ENHANCEMENT, CURRICULUM DEVELOPMENT AND RESEARCH PROJECT OF PENN STATE UNIVERSITY AND WEST VIRGINIA UNIVERSITY WITH RURAL MIDDLE/JUNIOR HIGH SCHOOL SCIENCE TEACHERS**

**Peter A. Rubba, Penn State University**  
**James A. Rye, West Virginia University**  
**Randall L. Wiesenmayer, West Virginia University**  
**Thomas P. Ditty, West Virginia University**

The Leadership Institute in STS Education

In the Spring of 1991, the authors applied for a Teacher Enhancement Grant to support a Leadership Institute in STS Education for middle/junior high school science teachers in rural central Pennsylvania and northern West Virginia. The project plan was based upon...

Institute planning began in the Fall of 1991 and was guided by two goals:

- To develop a cadre of science teacher-leaders in STS among the rural middle/junior high schools within central Pennsylvania and northern West Virginia, and to provide....
- To investigate the effectiveness of project-initiated science teacher development activities in STS education at helping rural middle/junior high school science teachers develop....

Two dozen middle/junior high school science teachers from rural school districts in central Pennsylvania and northern West Virginia were recruited as participants in early using brochures mailed to teachers, principals and superintendents. Fourteen of the participants....

Overview of Institute Activities

The Institute's program of professional development activities consisted of a series of three workshops offered in the Summers of 1992, 1993 and 1994 with follow-up and support activities during the academic years (Goal 1). Concurrently, the institute staff examined....

Summer 1992 Workshop

The Summer 1992 Workshop included four components: (a) Sci-Tech Minicourses on Global Warming (the STS theme of the workshop), (b) instruction on STS issue investigation and action instructional model, (c) STS unit development around the issue theme of Global....

*Sci-Tech Minicourses*

Six Sci-Tech Minicourses on Global Warming were presented to give the participants a thorough understanding of global warming from science, technology and societal perspectives. These were taught by Penn State University faculty from the colleges of...(see Table 1)....

**Position Announcement**

Wichita State University is seeking a Science Educator for a tenure track position at either the assistant or associate professor level. Candidates must have a doctorate degree in an appropriate area. The starting date for the position is either January 2006 or August 2006. For more details, see the WSU web site, <http://webs.wichita.edu/?u=humanr&p=/unclassposn/4445/>.

Association for Science Teacher Education  
Annual International Conference - Portland, Oregon, January 12–14, 2006

*Learn all you can ...*

Follow Thomas Jefferson's advice to Lewis and Clark and plan to attend the 2006 ASTE Annual International Conference to be held in Portland, Oregon, January 12-14.

The Conference will be housed at the Portland Marriott Downtown. The hotel is located on the west bank of the scenic Willamette River, with views of both the downtown area and Mount Hood. Between sessions or after the conference, attendees can enjoy the activities on the waterfront, shop in city center (no sales tax in Oregon!), visit one of the 19 microbreweries for which Portland is famous, or explore one of the many museums or galleries in the area. The room rate is the same as 2005—\$99 single/double occupancy.

More information is available on the ASTE web page <http://aste.chem.pitt.edu/>.

Mark your calendars NOW!!

### ELEMENTARY SCIENCE TEACHER EDUCATION

International Perspectives on Contemporary Issues and Practice

Edited by

**Ken Appleton**

*Central Queensland University, Australia*

**SPONSORED BY THE ASSOCIATION FOR SCIENCE TEACHER EDUCATION**

Reflecting recent policy and standards initiatives, emerging research agendas, and key innovations, this volume provides a contemporary overview of important developments and issues that have in recent years shaped elementary science education pre-service courses and professional development, and practices that are shaping future directions in the field. Contributors from several countries who are actively engaged in research and design in elementary science education address:

- conceptual issues which impinge on contemporary science teacher education;
- intersections of content, pedagogy, and practice; and
- professional development as a contextualized practice.

*Elementary Science Teacher Education: International Perspectives on Contemporary Issues and Practice* offers a clear picture of the current state of the field and directions for the future—to the benefit of elementary science teacher educators, aspiring teacher educators, school policy makers, other professionals involved in science education and, ultimately, the millions of elementary school children who will gain from improved practice.

0-8058-4291-8 [cloth] / 2005 / 424pp. / - **\$81.25** Special ASTE Member discount price (regularly \$125.00)

**0-8058-4292-6 [paper]** / 2005 / 424pp. / - **\$32.45** Special ASTE Member discount price (regularly \$49.95)

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