President’s Newsletter Message

Jon Pedersen, ASTE President

ASTE is an organization about its members. This is why, over the past 20+ years, I have felt that ASTE is my professional home. Our members continue to volunteer for leadership positions and take on time consuming jobs within the organization to make sure that ASTE continues to grow and prosper professionally as well as financially. For that, we thank you and we hope that you continue to volunteer. Keep in mind that anyone can volunteer for appointments to committees and these are all handled on a first come first served basis. Simply go to the ASTE website and go to member resources where you can volunteer or nominate someone for an elected position. With that in mind, I would like to thank the leadership of past-president Janice Koch and immediate past-president Warren DiBiase. Together with the Board they have made my transition to President easy. We look forward to 2009 with anticipation of another very successful year.

For 2009, our current membership stands at 638 and we have a target membership of over 800 members. The annual meeting in Hartford was a great success with over 440 attendees due to the hard work of John Settlage, Heather Harkan, and Rob Ceglie. They and numerous others put many hours and tremendous energy into the conference and it showed. A big thank you from all of us for their efforts. The 2010 ASTE conference will be held at the Sheraton Grand Hotel in downtown Sacramento from Wednesday January 13th through Saturday January 16th.

Cont. on page 2
The Sheraton Grand, located in the historic Public Market Building offers ASTE an easy blend of open conversation areas, natural light in all meeting rooms and large ballrooms for poster sessions, meals, and keynote speakers. The 503 room Sheraton Grand is situated adjacent to the Sacramento Convention Center, the Community Center Theater, the IMAX Theater and one block from the historic State capital building. Numerous restaurants, clubs, and entertainment venues, associated with a major performing arts center and the home of the California legislature are in easy walking distance to the hotel. These venues will provide conference attendees with a wide range of dining and evening options while in Sacramento. The Sheraton Grand offers us 19 meeting spaces with three large ballrooms, a mezzanine restaurant, Starbucks coffee bar, and 4 story open foyer.

As in the past, the format for the conference will include traditional paper presentations as well as interactive posters, round table discussions and a variety of invited sessions organized around themes or strands. The Professional Development Committee is planning a combination of pre conference and embedded workshops to round out the program. The City of Sacramento houses a wide variety of museums and cultural opportunities including the California Railroad Museum, the Crocker Art Museum, as well as the California Museum for History, Women and the Arts. These jewels of Sacramento are easily accessible by short taxi ride, light rail, or a casual stroll down the K Street Mall. Attendees choosing to arrive early or staying after the conference will find Sacramento is centrally located to some of the most popular tourist attractions on the west coast. San Francisco and the Napa Valley are less than 2 hours to the west, terrific skiing and Lake Tahoe are less than 2 hours to the east. For those wishing to travel just a bit further afield, the magnificent Yosemite Valley is accessible by Amtrak and motor coach in about 4 hours. Information about these attractions as well as local restaurants and theaters will be available for by late spring, before the proposal deadline of July 3, 2009. The conference planning committee and members of the FarWest Region look forward to your participation at the ASTE 2010 conference where you can Discover Gold at ASTE.

As you might not know, the ASTE Board created an Ad Hoc Task Force on Policy and Government Relations. This task force will continue throughout the next year focusing on providing a session at the National NSTA Conference in New Orleans, developing a session for the ASTE Conference in Sacramento and continue to develop links to other organizations such as NSTA. One key outcome of this task force has been the alliance with NSTA regarding the STEM Coalition. This coalition has worked to inform Congress about STEM education. As an organization, ASTE has supported this coalition by being part of a letter campaign submitted to House and Senate representatives. Joe Shane, as chair of the task force, has also provided valuable information to our membership about how members could also support such a campaign if they chose to do so.

Fundraising will continue to be a priority for the Board of Directors. We have been fortunate in the past to have a number of corporate sponsors. These sponsors have funded both our ASTE awards as well as various functions at our annual conference. Carolina Biological Supply, Delta Education, and Frey Scientific all supported our ASTE awards in the past. However, with the current economic times we must make sure that we have financial support, especially for the awards. With that in mind, the ASTE Board voted to budget annually $500 for each award to ensure that recipients would receive some support regardless of sponsor support. Beyond corporate support we are very grateful to the University of Connecticut for sponsoring the technology for the 2009 Conference in Hartford.

A major focus of this year’s Board agenda is to work on the revision of the Standard Operating Procedures and the By-Laws. It has been several years since this has been done and we need to make sure that the SOPs and the By-Laws are up-to-date and in-line with each other. In conjunction with our work on the SOPs and By-Laws, we will also be examining our long-range planning goals.

ASTE IS AN ORGANIZATION ABOUT ITS MEMBERS. THIS IS WHY, OVER THE PAST 20+ YEARS, I HAVE FELT THAT ASTE IS MY PROFESSIONAL HOME.
2008 & 2009 ASTE Awards

2008 Award I Level I, Science Educator Award – Dr. Kathy Trundle

Award I Level I, the Outstanding Science Teacher Educator of the Year Award, recognizes the individual achievements and contributions of persons having ten or fewer years in their career service. The 2008 awardee for Award I Level 1 was Kathy Trundle.

Kathy Cabe Trundle is an Assistant Professor of Science Education in the School of Teaching and Learning at the Ohio State University. She has 25 years of experience in science education, teaching at every level from grade six through graduate school. Dr. Trundle currently teaches masters and doctoral level courses in science education, and she has been very active in the development of science teacher education programs. For example, she served as the primary developer of a science training program for preschool teachers and daycare workers throughout Ohio, and she has developed and implemented inservice workshops, involving over 3,200 educators throughout the state. Her research focuses on alternative conceptions, conceptual change, and conceptual durability in response to instructional interventions. Currently, she is assessing the efficacy of instructional approaches using observations in nature versus computer simulations to promote conceptual change on moon phenomena. Dr. Trundle has an extensive resume in a variety of leadership and service roles, including serving as the co-chairperson of the 2008 ASTE conference.

2009 Award I Level I, Science Educator Award – Dr. Catherine Milne

Dr. Catherine Milne is an Associate Professor in the Department of Teaching and Learning at the Steinhardt School of Culture, Education, and Human Development at New York University. Originally a high school science teacher and administrator in the Northern Territory of Australia, Dr. Milne opted for higher education to study questions about the philosophical and historic origins of school science. Her collaborative and individual research interests include urban science education, the nature of representations and genres in learning science, games and learning, self-assessment, coteaching and teacher education, sociology of emotions, and history and philosophy of science and school science. She is co-PI on a collaborative multimedia and learning research project called Molecules and Minds funded by the US Department of Education. Currently in its efficacy stage, this project supports the development and integration of multimedia simulations for chemistry education into chemistry curricula in New York and Texas. She worked with chemistry teachers to develop models of multimedia integration for this project that have wider applicability. She is a member of the Games for Learning Institute jointly funded by Microsoft and NYU with the goal of conducting empirical studies to understand the allure and education potential of games for learning science. Dr. Milne teaches a range of courses in science curriculum, history of science, and chemistry for the Science Education program at NYU. She also serves on the Editorial Boards of the Journal of Research in Science Teaching and Research in Science Education and is Co-coordinator of Strand 1- Student Learning, Understanding, and Conceptual Change for the National Association of Research in Science Teaching.

Janice Koch, Kathy Trundle, & Penny Gilmer

Janice Koch, Kathy Trundle, & Penny Gilmer

Catherine Milne with Penny Gilmer
2008 & 2009 ASTE Awards Cont.

2008 Award I Level II, Science Educator Award – Dr. Kathryn Scantlebury

Award I Level 2, the Outstanding Science Teacher Educator of the Year Award, recognizes the individual achievements and contributions of persons spanning more than ten years in their career service. The 2008 awardee for Award I Level 2 was Dr. Kathryn Scantlebury, Professor of Chemistry and Biochemistry, University of Delaware.

Dr. Kathryn Scantlebury is Professor in the Department of Chemistry and Biochemistry and Coordinator for Secondary Science Education in the College of Arts and Sciences at the University of Delaware. Her involvement in science teacher education began in Perth, Western Australia, when she mentored new teachers in her classroom. For over 20 years, Dr. Scantlebury has used feminist theory and pedagogy to frame her research and teaching in science teacher education. Her research interests focus on equity issues (especially related to gender) in various aspects of science teacher education, including urban education, preservice teacher education, and teachers’ professional development. Dr. Scantlebury introduced coteaching and cogenerative dialogues into the teacher preparation program as a feminist research/pedagogy approach to science teacher education and also a tool in graduate science education courses. Dr. Scantlebury has published over 30 journal articles, 17 book chapters and is co-editing a book on women in science education. She serves on the editorial boards of Cultural Studies of Science Education and Research in Science Education.

Janice Koch with Kathryn Scantlebury

2009 Award I Level II, Science Educator Award – Dr. Deborah Jo Tippins

Dr. Deborah Jo Tippins is Professor of Mathematics and Science Education at the University of Georgia, where she has a particular interest in science for young children. A longtime member of ASTE, she has served two terms on its Board of Directors and participated in the initial Denver planning meeting to establish a mission and vision for the organization. For more than 20 years, Dr. Tippins has been involved in science teacher education and research across local, national and international contexts, and has served as the Director of Research for the National Science Teachers Association.

Her initial research focuses on reflective practice case-based teacher knowledge and culturally relevant pedagogy. After spending a year in the Philippines as a Fulbright Scholar her research interests expanded to include a concentration in community-centered science education and its relationship to citizen science and ecojustice. Drawing on sociocultural theories and methods from the anthropology of education, she studies ways to "grow" science education from within communities. Dr. Tippins has published over 70 journal articles, 32 book chapters and six co-authored or co-edited books during the span of her career as a science teacher educator.

Deborah Jo Tippins with Penny Gilmer
2008 & 2009 ASTE Awards Cont.

2008 Award II, Outstanding Mentor Award – Dr. Dana Zeidler

Award II, the Outstanding Mentor Award, recognizes outstanding accomplishments in contributing to the professional development of pre-service and in-service science teachers and teacher educators. The ASTE Awards Committee selected Dr. Dana Zeidler for the 2008 award.

Dr. Zeidler is Professor of Science Education and Program Coordinator for Science Education at the University of South Florida, Tampa, Florida. Dr. Zeidler has served as the President for the Southeastern Association for Education of Teachers in Science, served as the first managing editor for the Journal of Science Teacher Education, and was the conference chair for the 2007 International Association for Science Teacher Education Annual Meeting held at Clearwater Beach, Florida.

His research centers on areas related to socioscientific issues including ethical issues in science, moral and cognitive reasoning, discourse issues related to argumentation, epistemological belief systems, and the nature of science. His research is widely published in many international journals. He works closely with over 20 doctoral students encouraging and mentoring them in their Ph.D. studies, as well as working with graduate students and new faculty from other universities in an effort to develop their research interests. Work that he co-authored received the highest award by the Journal of Research in Science Teaching for “the most significant contribution” in 2006, and several of his students have won the outstanding paper contribution by a graduate student award at SASTE conferences.

2009 Award II, Outstanding Mentor Award – Dr. Lloyd Barrow

Dr. Lloyd Barrow received his Ph.D. from the University of Iowa under the direction of Dr. Bob Yager. This was the start of his involvement in a mentoring environment. He taught 12 years in K-9 schools in eastern Iowa before entering higher education. He is currently in his 23rd year at the University of Missouri after teaching at Lenoir-Rhyne College (North Carolina) and the University of Maine. His work has focused upon elementary science and professional development opportunities for K-12 teachers of science. He was the founding director for Southwestern Bell Science Education Center. Previously, NSTA honored his as the Distinguished Service awardee, and the state of Missouri selected him as Science Educator of the Year. Recently, the University of Missouri recognized him as an Honorary Alumni individual.

Mentoring involves both the mentee and mentor in beneficial interactions. This requires a personal orientation about the mentee as an individual. This applies whether a preservice teacher, K-12 teacher of science, graduate student or former student. These long-term relationships can include personal as well as professional aspects.

Lloyd Barrow with Penny Gilmer

Janice Koch, Joe Elliott, Dana Zeidler & Penny Gilmer

IS THERE AN OUTSTANDING MENTOR THAT YOU CAN NOMINATE IN 2010?
2008 & 2009 ASTE Awards Cont.

2008 Award IV, Innovation in Teaching Science Teachers – Co-Authors Dr. Sonya Martin & Dr. Kathryn Scantlebury and Dr. Christopher Emdin

Two papers tied for best paper in 2008.

The authors of the first paper nominated and presented at the ASTE 2007 conference are Dr. Sonya N. Martin of Drexel University and Dr. Kathryn Scantlebury of University of Delaware, entitled, *More Than a Conversation: Using Cogenerative Dialogues in the Professional Development of High School Chemistry Teachers.*

Dr. Sonya N. Martin is Assistant Professor in the School of Education at Drexel University. She completed her doctorate through Curtin University of Technology while serving as a teacher-researcher utilizing cogenerative dialogues and video analysis to examine sociocultural interactions in her own tenth grade chemistry classroom.

Dr. Kathryn Scantlebury is Professor of Chemistry and Biochemistry and Coordinator for Secondary Science Education in the College of Arts and Sciences at the University of Delaware. Several years ago, Dr. Scantlebury introduced cogenerative dialogues into the science education program at the University of Delaware and her graduate chemistry education course at the University of Pennsylvania.

2009 Award III – Honorary Emeritus Membership –
Dr. Ronald K. Atwood (not awarded in 2008)

Election as an Honorary Emeritus Member is the highest recognition within the power of ASTE to confer.

Dr. Ronald K. Atwood is Professor Emeritus at the University of Kentucky, home base for 42 of the 45 years he has worked in science education. During the last two decades Dr. Atwood's research and publications have focused on conceptual understanding and conceptual change. Throughout his career Dr. Atwood has maintained strong ties with K-16 education through an extensive series of collaborative professional development projects. Most recently he served as co-PI for the Appalachian Math Science Partnership (AMSP), with primary responsibility for the science strand, involving 51 small school districts and nine colleges and universities. Consistent with his continuing concern about both preservice and inservice teachers' understanding of science concepts, the AMSP work included collaborative efforts to improve undergraduate science classes frequently completed by preservice science teachers. Dr. Atwood has consistently contributed to professional science education organizations including the national ASTE and the regional Mid-Atlantic ASTE.

Kathryn Scantlebury & Sonya Martin

Cont. on page 7

Ronald K. Atwood with Penny Gilmer
2008 & 2009 ASTE Awards Cont.

2008 Award IV, Innovation in Teaching Science Teachers – Cont. from page 6

The author of second best paper for Award IV is Dr. Christopher Emdin, of Teachers College, Columbia University, for his paper from the ASTE Conference 2007, Expanding the Ways in Which Urban Students Participate in Science Education: Rituals, Transactions, and Fundamental Interactions

Dr. Emdin is Assistant Professor of Science Education at Teachers College, Columbia University. Dr. Emdin’s advanced degrees include a Ph.D. in Urban Education with a concentration in Mathematics, Science and Technology and M.S. in Natural Sciences from the Graduate Center, City College of New York. His undergraduate degrees are in Physical Anthropology, Biology, and Chemistry. His research focuses on issues of race, class, diversity, and equity in urban science and mathematics classrooms, the use of new theoretical frameworks to transform science education, and urban science education reform.

2009 Award IV, Innovation in Teaching Science Teachers – Dr. Nancy M. Trautmann and Dr. James G. MaKinster

Dr. Nancy M. Trautmann and Dr. James G. MaKinster entitled their paper, "Flexibly adaptive professional development in support of teaching science with geospatial technology." This paper also won the National Technology in Leadership Initiative (NTLI) award last year at the 2008 ASTE conference.

Dr. Trautmann and Dr. MaKinster co-direct GIT Ahead, an NSF Advanced Technological Education project designed to enable secondary teachers to incorporate GIS, Google Earth, and other geospatial technologies into their science teaching. They began collaborating in 2003 to evaluate the impacts of an NSF Graduate Teaching Fellows in K-12 Education (GK-12) project in which Cornell graduate students partnered with middle and high school science teachers to design and implement inquiry-based lessons and student research projects. Their mutual interest in coupling environmental science and teaching with technology led them to develop the GIT Ahead project in 2006. Their research interests focus on various aspects of environmental science education, including how to design effective professional development for secondary teachers interested in incorporating emerging technologies into their science teaching.

Dr. Trautmann began serving last summer as Director of Education at the Cornell Laboratory of Ornithology, where education encompasses informal and formal programs for children through adults on local to global scales. Before starting in this position, she conducted outreach through the Cornell Department of Natural Resources with the aim of engaging secondary students and teachers in authentic environmental science research. The NSF-funded Environmental Inquiry curriculum development project that she directed culminated in publication by the National Science Teachers Association of four student research manuals and accompanying teacher guides.

Dr. MaKinster is an Associate Professor in Education and Environmental Studies at Hobart and William Smith Colleges in Geneva, NY. His scholarship focuses on the design and implementation of teacher professional development and engaging students in project-based learning.

Cont. on Page 8
2008 & 2009 ASTE Awards Cont.

2008 & 2009 ASTE Awards Cont.

2008 Award IV, Innovation in Teaching Science Teachers – Cont. from page 7

Dr. MaKinster’s work on the GIT Ahead project served as the foundation for a new NSF ITEST project that enables science teachers and students to explore international environmental issues by using a variety of information, communication, and geospatial technologies. This project, which he is also co-directing with Dr. Trautmann, will include travel to and curriculum development focused on Brazil, Mexico, and Kenya.

James G. MaKinster with Beth Klein

2008 Award V, Implications of Research for Educational Practice – Ms. Anita Martin & Dr. Brian Hand

Award V: Implications of Research for Educational Practice recognizes the best ASTE 2007 paper presentation that seeks identify a paper presented at our last ASTE conference that identifies a persistent and recurring problem in the practice of science teacher education. The paper should develop strategies to resolve the problem based upon a comprehensive synthesis of relevant research and interpret theory and research for practice.

There were two award winners in 2008 that shared the award, Ms. Anita Martin and Dr. Brian Hand, both of the University of Iowa.

This award is for Ms. Anita Martin and Dr. Brian Hands’ 2007 ASTE paper entitled, A Case Study of a Fifth Grade Teachers’ Changes in Methodology During a Two-Year Timeframe.

Ms. Martin received her undergraduate degree from Indiana University in Elementary Education and a Master’s degree from the University of Iowa in Education Administration. She taught elementary school K-6 for 20 years and was a K-8 school administrator for 2 years. Her doctoral research focuses on the role of teacher beliefs about teaching and learning as a factor of experienced teacher’s implement elements of argument in their elementary classrooms. Her teaching interests include professional development models that narrow the gap between theory and practice for teachers.

Dr. Hand is a Professor of Science Education at the University of Iowa. Prior to moving to the University of Iowa, he was the Director of the Research Center for Excellence in Science and Mathematics Education at Iowa State University. His research focuses on two areas. The first area focuses on language and writing as learning tools to improve students’ understanding of science and the use of multi-modal representation with science classrooms. The second area of research is the development of scientific argument through the use of the Science Writing Heuristic (SWH). This research is aimed at helping students learn to use science argument to construct science knowledge.

Continued on page 9

2009 Award V, Implications of Research for Educational Practice – Dr. Claudette Giscombe

Our award winner this year is Dr. Claudette Giscombe for her paper entitled, Pathways to success in science: A phenomenological study examining the life experiences of African-American women in higher education.

Dr. Giscombe is an award winning researcher and educator who received a doctorate in Science Education at the University of Massachusetts, Amherst. She has served nationally and internationally in teaching, research, and educational administration; is a motivational speaker; and has served on numerous school, community, and church boards. Her expertise and strengths are the result of thirty-five years of diverse and extensive teaching experiences in science and science education at the secondary and tertiary levels where she has demonstrated an unwavering commitment to academic excellence.

Continued on page 9
2008 & 2009 ASTE Awards Cont.

2008 Award IV, Implications of Research for Educational Practice – Cont. from page 8

Dr. Hand has received external funding from NSF and the Iowa Department of Education. He has is currently a member of the Editorial Boards of the Journal for Research in Science Education, International Journal of Science Education, Research in Science Education, Science Education, and Elementary Science Education Journal. He has published two books, with two in press, 16 book chapters and 60 referred journal articles. He was a high school chemistry/physics teacher for 11 years and has extensive experience working with educators from K-13 professional development settings.

2009 Award V, Implications of Research for Educational Practice – Cont. from page 8

Dr. Giscombe’s scholarly works include publications in peer-reviewed science journals and innovative research in social justice, focusing on women and the under-representation of minority groups in science. She is also a featured author in the upcoming book, *Women's Experiences in Leadership in K-16 Science Education Communities: Becoming and Being*. Her dedication to education pales in comparison to the love and commitment she has for her husband and two children. She is married to a loving husband, Bert. They were blessed with the special gift of children, Kamilah and Omari. Dr. Giscombe says, "I live everyday remembering that ‘I can do all things through Christ who strengthens me.’" (Philippians 4: 13)

Claudette Giscombe with Beth Klein

2009 Elections

Thanks to everyone who voted in the recent ASTE election. The Elections Committee was pleased that this year's voting process was completely electronic. Members could learn about each candidate and cast ballots on-line. Thank you for nominating your colleagues and for voting in our recent election. The election results are in and our new officers are:

President – Meta Van Sickle
Board Members at Large – Joanne Olson & Brenda Capobianco
Elections Committee – Charles Eick & Patricia Morrell

Thank you for participating in the ASTE Election this year. Kathy Cabe Trundle and Laura Henriques, Chair and Co-Chair, ASTE Elections Committee
An ASTE Position Statement on Environmental Education

The following is the final draft of the ASTE Position Statement on Environmental Education developed by a sub-committee of the ASTE Environmental Education forum. Please send all comments and feedback to Rita Hagevik at rhagevik@utk.edu.

An ASTE Position Statement on Environmental Education

Introduction

The goal of environmental education as defined by the 1976 Belgrade Charter, “is to develop a world population that is aware of, and concerned about, the environment and its associated problems, and which has the knowledge, skills, attitudes, motivations, and commitment to work individually and collectively toward solutions of current problems and the prevention of new ones” (UNESCO-UNEP, 1976). ASTE strongly supports the inclusion of environmental education in preservice science teacher education as a way to instill environmental literacy in our nation's preK-16 students. Environmental education should be a part of preparing preservice teachers to become themselves knowledgeable about the environment. The environment offers a relevant context for the teaching and learning of core science content. In addition, environmental education promotes inquiry-based teaching and learning in educational settings. Environmental education in preservice science teacher education is critical because informed decisions regarding the future of our planet depend upon an environmentally literate citizenry.

Declarations

- Science teacher educators have a responsibility to prepare preservice teachers that have understandings, skills, and attitudes necessary to be environmentally literate.
- Environmental education provides interdisciplinary, multicultural, and multiple viewpoints to promote awareness and understandings of a global environment.
- Environmental education provides a balance between environmental, economic, and social perspectives.
- Environmental education provides an opportunity to foster learning through informal and formal learning centers such as aquariums, museums, nature centers, zoos, and government or community agencies.
- Appropriate use of technologies should be used to enhance environmental experiences and understandings.
- Science teacher education should emphasize pedagogy and instructional planning that promotes environmental literacy.
- Environmental education involves becoming an active participant in local communities. In this way, science teacher educators can provide opportunities for preservice teachers to develop personal connections through ownership and empowerment. Some examples of community projects related to the environment include recycling, planting native plants, open space planning, and green building.

For Additional Environmental Education Resources please visit the ASTE website at http://theaste.org/memberresources/EE.htm (Materials contributed by the ASTE Environmental Education Forum members).
In Memoriam: Lowell J. Bethel

At the time of his death, Lowell J. Bethel was Emeritus Professor, Science Education, in the College of Education at The University of Texas at Austin. He was a member of The University of Texas faculty since 1974, teaching both undergraduate and graduate courses. While at Texas, he was the recipient of several science and teacher education research grants from the National Science Foundation, the US Department of Education, the US Department of Energy, the Texas Education Agency, and the University Research Institute.

Lowell was a 1991 recipient of the NSTA Distinguished Service to Science Education Award. This award honors NSTA members who, through active leadership and scholarly endeavor over a significant period of time, have made extraordinary contributions to the advancement of education in the sciences and science teaching.

Lowell served as a Program Officer at the National Science Foundation for several years. In addition, he also served as Assistant Dean, Office of Field Experiences, in The College of Education at The University of Texas at Austin.

Lowell was co-author of Houghton Mifflin Science Discovery Works, an elementary school science textbook series. He also wrote and developed elementary science lessons for BSCS and the DC Heath Publishing Co.

Lowell’s research interests included: teaching science in urban schools, concept development in urban children, the development of attitudes toward science, science in-service education, teacher education, and middle school in-service development.

Lowell was a member of and presented research papers at meetings of the American Education Research Association, School Science and Mathematics Association, National Association for Research in Science Teaching, National Science Teachers Association, the Association for Science Teacher Education, the Texas Science Academy, the Conference for the Advancement of Science Teaching, and the Southwest Educational Research Association.

During his years in Texas, Lowell served as a consultant to many school systems, publishing companies, education service centers, and educational research laboratories. He was active in the public schools by teaching science demonstration lessons, judging science fairs, and conducting science in-service workshops.

Lowell was educated in the Philadelphia Public Schools. He received both bachelor and master's degrees from Temple University. He earned a second master's degree and his Doctorate degree from the University of Pennsylvania. Lowell taught mathematics and science courses including biology, chemistry and physical science at both the elementary and secondary levels in the Philadelphia Public Schools for several years.

Lowell was preceded in death by his parents, Lealia M. Bethel and Jesse M. Bethel. He is survived by wife, Valerie; sister, Nancy; brothers-in-law, Paul, Perry, Walter, and Kevin; sisters-in-law, Corinna, Bennie, and Pat; mothers-in-law, Velma Turner and Mary Milton; nephews, Paul Jr. and Darryl Wims, and Jeff Milton; nieces, Denise Pretty, Carolyn Ramage and Carolyn Milton; and a host of grand-nieces and nephews, great-great-grand-nieces and nephews and other relatives and friends.

Those wishing to memorialize Lowell may send a donation to the National Kidney Foundation at 4106 Marathon #C, Austin, TX 78756 or www.austin.kidney.org.
EASE (East-Asian Association for Science Education): the networks of science education of Asia areas

Young-Shin Park, Executive Secretary of EASE

http://theease.org

Dept of Science Education, Chosun University, Korea

For the last two decades, several science educators from different regions in Asia area had discussed the necessity of developing the networks of science education among them. Finally, EASE (East-Asian Association for Science Education) was founded in Oct. 31, 2007 as a meeting of the first executive members of EASE was held in Seoul National University, Korea. Prof. Masakata Ogawa from Kobe University, Japan, was appointed as the first chairperson and two or three science educators from each region (China Mainland, Hong Kong, Japan, Korea, and Taiwan) were appointed as executive members of EASE. Mission of EASE included; (1) Fostering networks among researchers, (2) Being a platform for collaboration and cooperation, (3) Contributing to policies and practices through research, and (4) Enhancing research relevant to our culture and heritage. Aims of EASE are; (1) To enhance the range and quality of research, teaching and learning in science education in East Asia, (2) To provide a platform for collaboration in science education research, (3) To seek to relate research to the policy and practice of science education, (4) To represent the professional interests of science education researchers, and (5) To foster links between science education researchers in East Asia and similar communities elsewhere in the world. International conference of EASE and summer workshop for graduate students and junior scholars will be held biennially. The first EASE conference will be held in Taiwan on Oct. 21-23, 2009. EASE is starting to cooperate with other science education associations in the world to develop a strong platform where we can share the ideas and solve the problems we face. You can find more information about EASE in its history, constitution, list of supporters, membership, E-news letters, and conference at http://theease.org.

ASTE CALL FOR NOMINATIONS

The ASTE Elections Committee would like to announce the call for nominees for the following 2010 elected positions (number of positions in parentheses):

President (1)
Director at Large (2)
Elections Committee (3)

To nominate an ASTE member for an elected position, please log into "Member Resources" on The ASTE website (http://theaste.org/memberresources/) and then select the "Nominate an ASTE member for an elected office" link. Nominations are due by March 15th.

We look forward to receiving your nominations.

Sincerely,
Malcolm B. Butler, Chair, Lisa Martin-Hansen, Co-chair
Charles Eick, Allan Feldman, Tisha Morrell
Discover Gold @ ASTE
Sacramento, CA
January 14-16, 2010

Make your plans now to attend the 2010 ASTE Conference in Sacramento, CA from January 14-16, 2010. The conference will be held at the Sheraton Grand in downtown Sacramento, easy walking distance to theaters, museums, nightclubs and fine restaurants. With an average January temperature of 55º F, the weather should be excellent for all conference activities. For those choosing to arrive a few days early or staying a few days after the conference, there are a multitude of enjoyable tourism opportunities. For those unfamiliar with California, Sacramento is situated at the heart of the Northern California, offering attendees opportunities to visit the Napa Valley wine region, historic San Francisco, or beautiful Lake Tahoe. For the more adventurous, there is the dramatic Yosemite Valley, accessible on a daily basis by rail/bus. Though not offered as official activities at the conference, pre/post conference trips to any of these areas can easily be arranged. Information on tourism in California can be obtained at [http://www.ca.gov/Tourism.html](http://www.ca.gov/Tourism.html) and information about Sacramento specifically is available at [http://www.discovergold.org/](http://www.discovergold.org/).

While you’re dreaming of all of these possibilities, set up a reminder in your calendar or smartphone for July 3rd, the deadline for proposals for the 2010 conference. The electronic proposal form will be similar to those from previous conferences. You will notice that conference chairs Rick Pomeroy and Catherine Martin-Dunlop have decided to reinstate the ‘strands’ due to popular demand. For 2010, there will be between 10-12 strands that serve to help organize the hundreds of incoming proposals as well as the final program schedule.

As in the past, there will be five different types of presentations to choose from—traditional paper presentation, interactive paper/poster, experiential session, themed paper set presentation, or round table session. The Professional Development Committee is handling workshop proposals.

Please make your plans now to attend the 2010 ASTE conference where you can Discover Gold at ASTE.

2010 ASTE Conference
Professional Development
Proposals

The ASTE Professional Development Committee invites proposals for workshops at the 2010 ASTE conference in Sacramento, CA, January 13-16, 2010. The proposal form will be available on the ASTE webpage. Proposals are due no later than April 30, 2009. If you have questions regarding the proposal process, please contact Kevin Finson at finson@bradley.edu.

Cont. at top of next column
**Geoscience on the Big Island:** A week-long (5-days, 6-nights) accredited professional development seminar provides science educators the opportunity to upgrade their skills in earth science instruction. Geoscience comes to life on the Big Island. In addition to discussions of the plate-tectonic origin of the Hawaiian Archipelago, participants observe active volcanoes and their various molten rock products and check out faults representing major structural failures along the volcano's growing slopes. You hike through Pleistocene glacial deposits and dig in soil layers. You snorkel among the beautiful corals of the island's growing reefs and examine various black, green and white sandy beaches. A lesson-plan approach is emphasized in the many hands-on field exercises. All sessions are conducted by scientists with international experience teaching at university and post-graduate levels. Seminar fee - $1,200; lodging available at $95-105/night (single/double occupancy); graduate credit (3 units) available through California State University-Northridge at $130/unit. Dates available for Summer 2009 –July 5-11, August 2-8. For informative brochure and application form contact Dr. Charles T. Blay, TEOK Investigations, 5162 Lawai Rd. (PO Box 549), Poipu, Kauai, HI 96756; toll free 888-233-8365; local 808-742-8305; email teok@aloha.net; website [http://www.teok.com](http://www.teok.com).

**The Science of Ecosystems:** A week-long accredited professional development seminar for science educators. The Island of Kauai, Hawaii, with its unique volcanic origins and nearly closed ocean-isolated environmental settings, represents a world-class destination for the investigation of the character and interactive aspects of a wide variety of ecosystems ranging from mountain-top bogs and rain forests to lush erosional valleys, arid beach/dune complexes and coral/algal fringing reefs. The 7-day program (8 nights lodging) involves 5 days of orientation lectures, daily interactive field trips (hiking/snorkeling) and numerous practical lesson-plan exercises; two free mid-seminar days allow for additional self-guided learning. The influence of the island's human inhabitants on these watershed-organized ecosystems is emphasized. All sessions are conducted by scientists with international experience teaching at university and post-graduate levels. Seminar fee - $1,200; lodging available at $75-85/night; graduate credit (3 units) available through California State University at $130/unit. Dates available for Summer 2009 - June 20-27 and July 18-25. For informative brochure and application form contact Dr. Charles T. Blay, TEOK Investigations, 5162 Lawai Rd. (PO Box 549), Poipu, Kauai, HI 96756; toll free 888-233-8365; local 808-742-8305; email teok@aloha.net; website [http://www.teok.com](http://www.teok.com).
Cultural Center

Darwin’s Reach
A Celebration of Darwin’s Legacy Across Academic Disciplines

Thursday, Friday and Saturday
March 12, 13 and 14, 2009

The Hofstra University Library, Hofstra College of Liberal Arts and Sciences, and the Hofstra Cultural Center present a conference:

Darwin’s Reach examines the impact of Darwin and Darwinian evolution on science and society in celebration of the 200th anniversary of the birth of Charles Robert Darwin and the sesquicentennial of the publication of Darwin’s On the Origin of Species (1859).

The central theme of this academic conference is an exploration of how Darwin’s ideas have revolutionized our understanding of both the living world and human nature.

Keynote speakers include:

Frans de Waal, Ph.D., Charles Howard Candler Professor of Primate Behavior at Emory University; author of Chimpanzee Politics and Our Inner Ape; preeminent researcher on primate social behavior

Niles Eldredge, Ph.D., Curator of Paleontology at the American Museum of Natural History; curator of the Darwin exhibition; author of Charles Darwin - Discovering the Tree of Life and numerous other books on the subject of evolution

Judge John E. Jones III, U.S. District Court for the Middle District of Pennsylvania, who ruled against the Dover (Pennsylvania) area school board’s attempt to introduce teaching on "intelligent design" into school science classes

Jay Labov, Ph.D., senior advisor for education and communications at the National Academy of Sciences, Washington, D.C.

William F. McComas, Ph.D., Parks Family Professor of Science Education, University of Arkansas; 2007 recipient of the Evolution Education Award sponsored by the American Institute of Biological Sciences (AIBS) and the Biological Sciences Curriculum Study (BSCS)

Online registration is available for this conference.

http://www.hofstra.edu/Community/culctr/culctr_events_darwin.html
Iowa is the latest US state to commit sizable human resources and not immodest financial investments toward improving science and math education. Preceding the Iowa Mathematics and Science Education Partnership (IMSEP) were multi-stakeholder initiatives in Alabama, Colorado, Georgia, Ohio, Texas, Virginia, and 27 other states.

The improvement of science and math learning from pre-K through post-secondary education is a primary goal of IMSEP, along with the interwoven goal to recruit, prepare, and place talented and diversely representative professionals into classrooms. Partnering on this initiative are primarily Iowa’s three public universities—University of Northern Iowa, Iowa State University, and the University of Iowa. Affiliates include the state’s community colleges, private colleges, K-12 schools, the state department of education, and numerous business organizations.

A central Institute coordinates five core programs of IMSEP: 1) a comprehensive state-wide recruitment project; 2) a community college instructor certification project; 3) the statewide expansion of the pre-engineering curriculum known as Project Lead The Way; 4) a workplace externship experience for teachers; and 5) a competitive grant program for faculty outreach and research projects.

Thirty-six such projects exponentially increase the impact of IMSEP. They range from summer STEM academies for under-represented youth, to workshops for prospective student-teacher hosts, to state-wide chemistry education outreach, and more, all in support of IMSEP goals.

Administration, oversight, and evaluation of program components is one key function of the Institute. Additionally, central staff create status reports, organized stakeholder summits, forge private-public partnerships, and inventory the hundreds of other math/science improvement efforts underway across the state. Further information about IMSEP is available at [www.iowamathscience.org](http://www.iowamathscience.org). (Contributed By Dr. Jeff Weld, University of Northern Iowa)

Others are encouraged to submit summaries of what is happening in their state with regards to STEM initiatives for inclusion in future ASTE Newsletters. Please contact Todd Campbell at todd.campbell@usu.edu for more information.