President’s Message

Contributed by Kathy Cabe Trundle
Photographs courtesy of Valarie Akerson/Gillian Roehrig

Remember the Alamo!

The ASTE Board of Directors just completed a very productive summer board meeting in beautiful San Antonio, Texas, the site of our 2014 annual conference. Gil Naizer, Janice Meyer, Linda Pruski and members of the Southwest Region are working with our Executive Director, Bob Hollon, to plan a very memorable conference for us.
The Hyatt Regency San Antonio, our conference hotel, is in a prime location directly on the River Walk and overlooking the historic Alamo mission. During our recent visit, Board members worked diligently to address a very full agenda. To recover from long days of productive but tiring meetings, we thoroughly indulged in the luxuries of this fabulous hotel! Of course exercise guru, Valarie Akerson, enjoyed the fully equipped Stay Fit fitness center. Patricia Morrell, our fearless fitness leader, mapped out excellent routes for next year's Science Teacher Shuffle. Joanne Olson continued her quest to visit as many National Parks as possible (and accrue the related stamps in her National Parks Passport) when she toured the San Antonio Missions National Historical Park, which was near our hotel. Lisa Martin-Hansen, with her decorative and flashy cowboy boots, fit right in with the pageantry of the local Fiesta, which took place right outside our hotel door! Board members hammed it up with a Mariachi band on the River Walk, and we (especially Lisa and Gillian Roehrig) sang our hearts out as an excellent military band performed hits from our youth. The rooftop pool and sun deck provided breathtaking panoramic views of San Antonio, and Board members were treated to an unexpected thrill when we were together on the rooftop our last evening in San Antonio. As we were enjoying the spectacular view of the nighttime skyline, we were treated to a fireworks display as we overlooked the Alamo!

As you can tell from this brief summary of our recent visit to Texas, Gil and the conference team made an excellent choice in selecting this prime location for our conference! San Antonio offers something for everyone: culturally rich history, interesting architecture, lush and interesting vegetation, and sumptuous Tex-Mex cuisine! In fact, Board members indulged in many delicious meals, and we found a wide variety of excellent restaurants within walking distance of our hotel. You will find great dining options for every palate and budget and all in very close proximity to the Hyatt.
So pack your cowboy boots and hats and plan to join us for an exciting conference in Texas! Proposals are due July 1, 2013, and more information about the conference is available on the ASTE website [http://theaste.org/meetings/2014-international-meeting/](http://theaste.org/meetings/2014-international-meeting/).

In addition to enjoying the Hyatt and surrounding areas, your leadership team worked very hard to complete a great deal of ASTE business, and a couple of selected items are featured here. Since part of our organization’s mission is to promote leadership, the Executive Board unanimously decided to sponsor a leadership workshop at the 2014 conference. The workshop, part of a larger comprehensive effort to build and sustain a leadership learning community within ASTE, will be led by Executive Director Bob Hollon who will serve as the primary facilitator. ASTE members who are interested in becoming more effective advocates for science education in their local settings, individuals willing to take on more visible advocacy roles in other professional organizations, and those interested in ASTE leadership activities such as chairing committees, volunteering for special projects, and potentially serving on the ASTE board are encouraged to look for this opportunity in the upcoming conference program, register to participate, and join our new leadership community.

As ASTE’s membership has grown and the organization’s responsibilities have expanded, the issues we face have become more complex and the stakes have become higher. Now we often deal with high stakes decisions as well as significant expenditures and investments on behalf of ASTE, and at times we have to modify our policies to respond to these changes. To address some of ASTE’s changing needs, the Board of Directors unanimously approved a Conflict of Interest and Confidentiality Policy. While some committees (e.g., Awards and Elections) had their own policies in place, we had no standard policy that applied across the work of committees, the Board of Directors, and Executive Board. These new policies, apply to all situations that involve job positions (e.g., Executive Director, Director of Electronic Services, editors) and/or potential benefits (e.g., salaries, nominations, stipends, travel money, book contracts, awards, etc.), and they will be integrated into the ASTE Standard Operating Procedures.

As I write this message, the exquisite beauty of the Pacific Northwest keeps distracting me... a rite of colors from flowering plants in bloom, the vibrant greens of fresh new leaves in contrast to a deep dark green backdrop of conifers, crisp clear skies, and refreshing breezes. Spring has sprung! And I hope each of you enjoyed a pleasant and productive spring quarter or semester. But don’t let spring fever keep you from submitting your proposals for the 2014 conference! Remember the Alamo! And I look forward to seeing you in San Antonio!
The 2014 ASTE International Conference
Contributed by Gil Naizer

The 2014 International Conference will take place January 15-18 in San Antonio, TX. We are excited to host the 2014 Conference in San Antonio. In order to receive full consideration, proposal submissions must be received by July 1st at: http://theaste.org/meeting/2014-proposal-submission/

Session Types

Traditional Paper Set - Each paper set will consist of several papers related to the same thread as grouped by thread coordinators. The session presider will manage the time and facilitate the transition from one presenter to the next.

Experiential - The presenter will facilitate a hands-on session in which participants interact with specific materials/equipment, methods, activities, or technology applications.

Roundtable - Each roundtable session offers the opportunity for participants to share and discuss syllabi, creative pedagogy, issues and trends, and research in an intimate and informal manner. Each participant will provide a brief (5 minutes) synopsis prior to the discussion. The audience will have time to circulate among tables.

Poster Presentation - Each presenter will prepare and display a visual representation of a research study, issue, or practice related to science teacher preparation. Appropriate displays include posters or other creative formats. Presenters will participate in one-on-one conversations about their displays.

Themed Paper Set - Each set consists of multiple papers decided by the authors to share a common theme. Each presenter will discuss a research study, philosophical viewpoint, position or innovative idea. The session presider will manage the time and facilitate the transition from one presenter to the next. A discussant can be included or provided.

Professional Development Workshop – Each 1-3 hour workshop provides information and interaction with a new approach to some aspect of science teacher preparation. Workshops will be offered during both the pre-conference and conference sessions. Note- the call for Workshop proposals has closed.
The following strands are planned for the 2014 Conference:

- College and University Science
- Curriculum, Pedagogy, and Assessment
- Equity and Diversity
- Preservice Science Teacher Preparation
- Science Teacher Professional Development
- Student Learning P-12
- Policy and Reform
- History, Philosophy, and Nature of Science
- Educational Technology
- Informal Science Education
- STEM Education
- Environmental Education

The Hyatt Regency is located in the heart of the San Antonio River Walk, a public park, open every day of the year. Dozens of bars, shops and restaurants line the walkways along the banks of the San Antonio River, one story below downtown San Antonio.

The links below provide more information about San Antonio and the River Walk

http://visitsanantonio.com/
http://www.thesanantonioriverwalk.com/
http://www.sanantonioriverwalk.com/
http://riverwalkguide.com/

Conference registration and hotel reservation information will be available starting October 1.

**Hyatt Regency San Antonio**
123 Losoya,
San Antonio, Texas, USA 78205
Tel: +1 210 222 1234  Fax: +1 210 227 4925
Email: qualitysatrs@hyatt.com

Thank you for supporting ASTE. We look forward to seeing you in San Antonio.

Conference Team
Gil Naizer, Texas A&M University - Commerce
Janice Meyer, Pasadena ISD
Linda Pruski, UT Health Science Center

If you have questions about the conference, feel free to contact us: 2014conferencechairs@theaste.org
The ASTE Environmental Education Forum will be sponsoring a pre-conference all-day field trip on Wednesday, January 15 from 9am – 5:30 pm at the ASTE 2014 International Meeting in San Antonio, Texas. The field trip will include a tour and hike through the Canyon Lake Gorge and a visit to Comal Springs at Landa Park.

The Glen Rose limestone throughout Central Texas was laid down during the Cretaceous Era over millions of years. But within a few weeks following the dramatic Flood Event of 2002, “the Power of Water” carved a gorge into the landscape below the Canyon Lake Spillway. A true treasure was “unearthed.” On our 1.2 mile guided hike, you will view the geology of central Texas, including Hidden Valley Fault (within the Balcones Fault Zone), geologic formations, the Trinity Aquifer in action, as well as springs and waterfalls. Bring a camera for the spectacular scenery. We will also view biologic succession, 110-million-year-old dinosaur tracks, and examine the numerous Cretaceous marine fossils uncovered during the gorge formation. Hiking through the Gorge can be physically demanding, and is not recommended for people with heart conditions, bad knees, ankles or in poor physical health. Comal Springs is an awesome example of an artesian well and provides a good example of the karst geology/ aquifer. We will be joined by an educational specialist from the Guadalupe Blanco River Authority.

Like our previous field trips, family and guests are welcome.

For more information, please contact me at amb4@lehigh.edu
Mid-Atlantic ASTE Meeting News
Contributed by Sherri Brown

The 2013 MA-ASTE regional conference will be held September 20-21 at the Resort at Glade Springs in Daniels, WV. The Resort at Glade Springs is easily accessible from Interstates 64 and 77 and is fifteen minutes from Beckley, WV. The conference will begin on Friday afternoon, September 20, at 1 pm and will end on Saturday afternoon (approximately 2 pm followed by optional hike).

The lodging rate is $119 plus tax. The conference registration fee (expected to be $110) will include dinner on Friday 9/20, breakfast, lunch, & dinner on Saturday 9/21, and brunch on Sunday 9/22.

The resort boasts quite a few features for your pleasure and thrill seeking desires. “Explore Glad Springs’ Mountain of Fun by playing golf, relaxing at our full service spa, or a horseback ride through the country side. If you feel more adventurous, let the resort book a whitewater rafting excursion, or zip lining trip with you and your friends.”

http://www.gladesprings.com/

Please call the Front Desk at the Resort at Glade Springs (1-866-562-8054) to make a reservation. For the conference rate, please state you are with the Mid-Atlantic ASTE meeting. A block of rooms has been reserved; however, this block will be lost if not booked by August 10, 2013. Rooms may be cancelled with full refund by September 6, 2013.

Important Dates:
Advance Registration Deadline: September 1, 2013
Proposal Submission: August 1, 2013
Late Registration: After September 1, 2013

The MA-ASTE conference information is available from http://theaste.org/meetings/2013-mid-atlantic-regional-meeting/ Please see this website for registration and submission information.

We hope to see you in Daniels, WV in September!

MA-ASTE 2013 Conference Chair
Tina Cartwright (tina.cartwright@marshall.edu)

Sherri Brown
MA-ASTE Regional Director
SASTE Conference
Contributed by Katie Brkich

We are happy to announce that the Southeastern Association of Science Teacher Education Annual Meeting will be held at Georgia Southern University, October 11-12, 2013.

The title for this year’s conference will be “Success in Science Education: Where are we and where are we headed?”

What we are trying to capture within this title is the state of the art in science education in terms of accountability. What is implied in the theme is to ask who owns science education: us as science educators or the current framework that defines education? If we were to increase by 100% the number of people in STEM, increase by 100% participation of currently underrepresented population members in STEM fields, increase by 100% the number of students who score in the 90th percentile of science standardized tests, and eliminate the masculinity of science completely, would we then be considered successful in science education? We think the answers, if any, lie in the idea that being a science educator and determining success may be no longer in our hands. Before we lose the ability to effect the future of science education, we believe we must agree that what we are doing is not working and complexify the status quo in science education. All is not lost, but drastic changes may be necessary if we want to have a part in how “success” in science education is defined. In creating our theme, we are left with more questions than answers.

We encourage you to join the conversation by submitting presentations and position papers on how you think success is or should be defined in science education.

More details to follow at http://saste.net/.
Equity Committee Update: CART Service
Contributed by Lisa Martin-Hansen, ASTE Equity Chairperson and ASTE Boart-Member At-Large

At the last ASTE Conference held in Charlotte, South Carolina, the ASTE Equity Committee piloted the use of CART services. CART stands for Communication Access Realtime Translation and is similar to what one might see during a closed-captioned TV broadcast. A person types into a machine during an address with the text appearing on a separate screen near the person who is speaking. Part of this pilot included surveying our attendees about the benefits or detriments of this service. While some found the placement of the screen somewhat distracting due to limitations of where it could be set up during the keynote addresses, our attendees were overwhelming supportive of the service. Even those ASTE members who were not hard-of-hearing or deaf found benefits. Some indicated that if part of the speech was not heard for some reason, they could look at the screen to catch up. Additionally, those who were not native English speakers were better able to understand the keynote addresses. Due to the positive response, we will continue this service for future keynote addresses at ASTE meetings. Thank you to our ASTE Equity Committee members (past and present members) who suggested this service for our membership, specifically Sharon Dotger (Syracuse University) and Tina Cartwright (Marshall University).
Information from NSTA
Contributed by Kate Scantlebury and Lisa Nyberg


ASTE’s Publications Committee identified "good research worth reading" articles for NSTA's Summer Reading program for teachers. Congratulations to the authors of the selected articles:


The Next Generation Science Standards challenge the status quo in K-12 science curriculum-instruction-assessment systems. Science teacher educators, science coordinators and professional development specialists will find NSTA Press books a relevant resource. For example, at the K-5 level, consider one of NSTA’s newest releases: Science for the Next Generation: Preparing for the New Standards. This book features both research synopses made relevant for elementary teachers and seven, sample 5E units explicitly aligned with the NGSS.

Similarly, the 3-volume Brain-Powered Science Teaching & Learning with Discrepant Events series engages preservice and inservice, grades 5-12 teachers (& their students) in hands-on/minds-on learning. NSTA allows anyone to download a select chapter from any of their books for free. Additionally, extra free resources for twenty NSTA books are posted at: http://www.nsta.org/publications/press/extras/.

ASTE member, Dr. David Slykhuis, has recently been elected as President of the Society for Information Technology and Teacher Education (SITE). SITE is an international association of individual teacher educators, and affiliated organizations of teacher educators in all disciplines, who are interested in the creation and dissemination of knowledge about the use of information technology in teacher education and faculty/staff development. The membership of SITE currently hails from 450 universities, 80% of which are in the USA. This represents a tremendous professional recognition for Dr. Slykhuis who, over the years, has worked in several administrative capacities within the organization. His election as President, a 5-year commitment, is a testament to the value of his contributions to SITE and reflects the high regard with which he is held within SITE’s leadership circle.

Slykhuis also won the NTLI Award from the Association for Science Teacher Education. He is co-Director of the James Madison University Center of STEM Education and Outreach.
CITE Call for Proposals

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
Dear Colleagues/Researchers,

We are pleased to announce the special privilege we have been afforded to guest edit a special themed edition of the *Journal of Science Education and Technology*. Please find attached a special call for papers. We will first be accepting proposals for this themed edition titled "Science Teaching and Learning with Models", due **June 15, 2013** submitted via email attachment to todd.campbell@umassd.edu. These proposals should be no longer than 2-3 paragraphs and should detail the basis of the proposed research, as well as how the contributor uses the intersection of science education and technology to address at least one of the following issues related to research on models and modeling:

- What key facets of modeling instruction and or design features of modeling curriculum are most essential in promoting student science learning?
- What characteristic features of students' engagement (e.g., discourse, argumentation) in modeling are critical to their learning science?
- How can technology transform teaching and learning as students develop and use models?

Proposals will be reviewed as they come in. Once the review is completed, we will provide specific guidance regarding submission of the completed manuscripts, which will be due by **September 15, 2013**. Should you have any questions about this special edition, please contact Todd Campbell at todd.campbell@umassd.edu. We very much look forward to working with researchers on this special issue.

Thank you for your interest in the *Journal of Science Education and Technology* and this special themed edition.

Sincerely,

Todd Campbell & Phil Seok Oh, Guest Editors
A New Study-book on Teaching and Learning Chemistry
Contributed by Ingo Eilks

The book, edited by Ingo Eilks and Avi Hofstein, focuses developing and updating prospective and practicing chemistry teachers’ pedagogical content knowledge. The target readers are student teachers, teachers participating in pre- and in-service professional development, experienced teachers being interested in updating their knowledge, and professional development providers in the field of chemistry education. Knowledge about teaching and learning chemistry covers both theoretical knowledge as well as knowledge about practical models and examples for classroom practice. That is why the book offers rich opportunities to learn both theoretical and practical ideas. All the 11 book chapters discuss the most essential theories from general and science education, in the second part of each of the chapters theory is applied to examples from the chemistry classroom. Key sentences, tasks for self-assessment, and suggestions for further reading are also included. The book is focusing on many different issues a teacher of chemistry is concerned with. The chapters provide contemporary discussions of the chemistry curriculum, objectives and assessment, motivation, learning difficulties, linguistic issues, practical work, student active pedagogies, ICT, informal learning, continuous professional development, and teaching chemistry in developing environments. The book was written by 27 chemistry and science education scholars stemming from 10 different countries around the world.

This book, with contributions from many of the world’s top experts in chemistry education, is a major publication offering something that has not previously been available. Within this single volume, chemistry teachers, teacher educators, and prospective teachers will find information and advice relating to key issues in teaching (such as the curriculum, assessment and so forth), but contextualised in terms of the specifics of teaching and learning of chemistry, and drawing upon the extensive research in the field. Moreover, the book is written in a scholarly style with extensive citations to the literature, thus providing an excellent starting point for teachers and research students undertaking scholarly studies in chemistry education; whilst, at the same time, offering insight and practical advice to support the planning of effective chemistry teaching. This book should be considered essential reading for those preparing for chemistry teaching, and will be an important addition to the libraries of all concerned with chemical education.

Dr Keith S. Taber (University of Cambridge; Editor: Chemistry Education Research and Practice)

The highly regarded collection of authors in this book fills a critical void by providing an essential resource for teachers of chemistry to enhance pedagogical content knowledge for teaching modern chemistry. Through clever orchestration of examples and theory, and with carefully framed guiding questions, the book equips teachers to act on the relevance of essential chemistry knowledge to navigate such challenges as context, motivation to learn, thinking, activity, language, assessment, and maintaining professional expertise. If you are a secondary or post-secondary teacher of chemistry, this book will quickly become a favorite well-thumbed resource!

Professor Hannah Sevian (University of Massachusetts Boston)

Available through Sense Publishers (www.sensepublishers.com)
ESL Course for Secondary Science Teachers
Contributed by Megan Moran

Participants explore the role of cultural perspectives in learning science, guiding principles of second language acquisition, and methods of instructional alignment of objectives, teaching, and assessment of scientific learning. Through guided instruction and active engagement, participants explore, plan, and apply principles from TESOL’s PreK–12 English Language Proficiency Standards (2006) and current research. Ultimately, participants will design instruction that aligns content and language standards, teaching methods, and student assessment in secondary science classrooms.

- Module 1: Cultural Perspectives and Learning
  Objective: Participants explore the role of cultural perspectives in learning science.
- Module 2: SLA Basics
  Objective: Participants identify the guiding principles of second language acquisition.
- Module 3: Scientific Language and Learning
  Objective: Participants compare best practices in science instruction and SLA.
- Module 4: Instructional Design and Assessment
  Objective: Participants practice aligning TESOL standards and content standards through lesson/assessment design.

To find more information or to register click here: ESL for the Secondary Science Teacher

Monday, 8 July – Sunday, 4 August 2013
Registration closes Monday, 1 July

Newsletter Information

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.

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