



THE NEWSLETTER OF
THE EAST-ASIAN ASSOCIATION FOR SCIENCE EDUCATION
東亞科學教育學會通訊

Vol.3, No.1
No. 0009
March 15, 2010

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Welcome to EASE Summer School 2010 !

It is my great pleasure to announce to EASE members that our heart's desire for the first EASE Summer School will come true in Taipei, July 18-23, 2010. This Summer School aims at providing valuable opportunities for sharing research experience and developing future research collaboration among Ph.D. students from EASE constituent regions. I present my deepest appreciation to colleagues who have been devotedly working on this project especially to Professor Chen-yung Lin of National Taiwan Normal University, as well as NTNU for its support. I am looking forward to seeing young researchers in Taipei!
- EASE president, Jimwoong Song, Seoul National University, Korea


The EASE Summer School generally consists of three parts: lectures by senior professors, group discussion about participants' dissertations and collaborative proposals. In four lectures, four to five senior professors are invited to give talks during the summer schools and they also serve on a committee supervising the summer school. Five working groups, each group consisting of five Ph.D. students from five different regions, are formed and discussed under the leadership of coaches and senior professors. Two types of group discussion will be held in the summer school.

Five dissertations: during these sessions participants are asked to present and discuss their Ph.D. studies in a small, supportive group of 'critical friends' outside of their institutional setting. Furthermore, students are expected to take an active part in the analysis and discussion of other students' Ph.D. studies or ongoing research. Each session (90 min.) focuses on only one student's thesis study. Another type, collaborative proposal sessions, enables students to discuss and develop a cross-region research proposal with a multicultural understanding. The scope of the proposal has to cover a common issue in Asia and involve effort and specialty from each student. Each working group clarifies the issue, outlines questions, communicates literature, and designs a method. The proposal should be finalized with a PowerPoint and presented in the proposal sessions. In the proposal presentation sessions, each working group presents its proposal to the senior professors. One or two best proposals will be chosen by the end of the summer school.

If you or your Ph.D. students are interested in this summer school, please contact the executive member of your region.

-EASE vice president, Chen-yung Lin, National Taiwan Normal University, Taiwan

Tentative timetable of EASE Summer School 2010

	Sun., 18 July	Mon., 19 July	Tue., 20 July	Wed., 21 July	Thu., 22 July	Fri., 23 July	Date:
09.00 – 10.30	Arrival	Group discussion 1 (dissertation)	Group discussion 4 (dissertation)	Social-cultural activities	Group discussion 7 (collaborative proposal)	Proposal presentation 1	2010/7/18 – 2010/7/23
10.30 – 11.00		Coffee/tea	Coffee/tea		Coffee/tea	Coffee/tea	
11.00 – 12.00		Lecture 1	Lecture 2		Lecture 3	Proposal presentation 2	
12.00 – 12.30		Lunch	Lunch		Lunch	Lunch	
13.30 – 15.00	Coach meeting	Group discussion 2 (dissertation)	Group discussion 5 (dissertation)		Group discussion 8 (collaborative Proposal)	Closing meeting	Attendees: Twenty-five Ph.D. students (a few students of outstanding participation will be given an award with financial support for traveling.), five nominated coaches and five senior professors (all participants are from EASE member regions. Ph.D. students and coaches will be given certificates.)
15.00 – 15.30		Coffee/tea	Coffee/tea		Coffee/tea	Departures	
15.30 – 17.00		Group discussion 3 (dissertation)	Group discussion 6 (collaborative proposal)		Lecture 4		
17.00 – 17.30	Welcome	Informal meetings/free time	Informal meetings/free time		Informal meetings/free time	Dinner	Departures
17.30 – 18.30	Initial group meetings						
18.30 – 20.00	Dinner	Dinner	Dinner		Dinner	Contact: Executive member of representative region.	

EASE Website Committal efforts of EASE secretaries work are shown in this newsletter installment, however, our website is facing technical difficulties. Secretaries are still struggling to nicely organise it. Please append "Home" to original URL: <http://theease.org/Home/> This is the present prompt gate for further EASE information. See you there!



- Mission of EASE
- Fostering networks among researchers
 - Being a platform for collaboration and cooperation
 - Contributing to policies and practices through research
 - Enhancing research relevant to our culture and heritage



Kunshan, International Seminar on the Assessment of Science Education (ISASE in Kunshan)

Zhu Yanmei, Southeast University, China Mainland

The International Seminar on the Assessment of Science Education will be held at Kunshan, China from May 18th to 21st, 2010. It is sponsored by office of National Education Inspectorate, China Association for Science and Technology, Southeast University as well as the People's Government of Kunshan Municipality. Seventeen experts from USA, United Kingdom, France, Canada, Australia, Mexico, Chile and China will attend ISASE and present the current research and share their practice through dynamic interaction by presentation and discussion at each session. An attending group composed of twenty-four doctors, post-docs, as well as educators from China will audit the seminar. This event will initiate a new pilot program of Assessment of Science Education in China (ASEC). Prof. Wei, Yu, the Chair of ISASE, MOE Academician, Chinese Academy of Engineering holds the opinion that any education reform usually includes three main categories, referred to standards and assessments, professional development for educators, and research. She has accomplished revising the National Standard of Science Education in Primary Schools which will gradually implement in 2010 in China. It has generated considerable influence on China's education reform. However, without the assessment, the standard cannot alone realize the changes in classrooms. As formative assessment is a part of teaching and learning, and summative assessment in China is a powerful tool to guide the activities of science education. It is necessary and urgent to start the research on the assessment of science education during the implementation of the National Standard. Learned on her practice of eight-years of Learning by Doing (LBD), she has emphasized that education reform should be research and experience based and needs international cooperation. She hopes that ISASE can provide a unique opportunity for broad dialogue to exchange the state of the art and the key issues of assessment of science education as well as further research on it, and she will also identify further international cooperation programs such as overseas research programs, overseas training projects, and serial seminars by ISASE. International experts will focus their discussion on questions like what is the key issue of the assessment of science education in the world. What is the key issue and challenge of formative assessment? What is the key issue and challenge of summative assessment? How do we apply information and communication technology in the assessment and what is the relationship between the assessment and 'learning progression' or 'response to intervention'? How do we assess performance in science education? ISASE will take place in Kunshan, China, a city only 49 km (about 30 minutes by train) from Shanghai. Professors Wei Yu and Pierre Lena, experts in ISASE, have decided May 18th for Sino- France Science Day in the Shanghai World Expo. Participants will take part in the Shanghai World Expo before ISASE. All ISASE participants are contributing to enhance the quality of research and practice on the assessment of science education.



Professor Wei Yu

Annual Report 2009

1. New EASE executive elected members & Headquarter

(Nov. 2009-Oct. 2011) (see page 5)

Headquarter members:

Young-Shin Park (Chosun University, Korea)

Hisashi Otsuji (Ibaraki University, Japan)

2. Membership 2009

Members who paid at least once: 99

3. EASE biennial conference 2009, 2011

The first EASE conference was held in Taiwan, Taipei,

Oct. 21-23, 2009 (<http://theease.org/conference>)



The Second conference will be held in Gwangju, Korea,

Oct. 26-29, 2011 (see page 6)

4. EASE website (<http://theease.org/Home>)

Young-Shin Park at EASE main office is managing the website (<http://theease.org/Home>). \$36.85 USD is paid every three months to maintain the Yahoo-domain

5. EASE newsletter (<http://theease.org/e-news>)

Hisashi Otsuji is the E-news chief editor of publication.

EASE headquarters has recruited secretaries (currently five) from each region to help Hisashi on the newsletter

Newsletter is published quarterly in March, June, September and December, uploaded to the website and distributed electronically to members

6. EASE distinguished contribution awards

Four scholars were awarded at the first EASE conference in Taiwan in 2009: Professors Sung-jae Park (Korea), Din Yan Yip (Hong Kong), Chorng-Jee Guo - Prof. Jong-Hsiang Yang (Taiwan)

7. Others

- Foundation of NASE (National Association for Science Education) in China Mainland, Nov. 9-11 2009. <http://www.nase.org.cn>
The first NASE president: Wei Yu of Southeast University, Nanjing
- First EASE conference 'best paper' award: Dr. Jocelyn Partosa and Dr. Auxencia Limjap for paper "Pre-Service Biology Teachers' Knowledge Structures of Photosynthesis"
- Move of EASE main office: from Seoul National University to Chosun University, Korea (Nov. 1, 2009)
- Amendment of the constitution: a maximum number of executive members from each region shall be set to four because the executive as a practical decision-making body should consist of a limited number of representatives.
Present Article-4.3: the executive shall consist of elected members, with at least two representatives from each constituent regions of the association
New Article-4.3: the executive shall consist of elected members with two to four representatives from each constituent regions of the association
- EASE collaborate with other associations: ASTE, ASERA, ESERA, and NARST
- Donations from scholars in East-Asia areas
- Banner advertisement for fund-raising (UCHIDA-Japan, Narika-Japan, GASTEC-Japan, Science Cube-Korea)
- EASE 2010 summer workshop for graduate students; this summer 2010, Taipei, Taiwan. Other information will be updated through the website

Short letter from a colleague

Dear EASE colleagues,

The March 2010 newsletter of the IHPST group is now available on the Web at: <http://www.ihpst.org/newsletters.html>

- Michael Matthews, University of New South Wales, AU

Call for donations!

Donations were received by the secretary; just submit your interest to the secretary. You are always welcome (^o^). All donors' names will be introduced at the biennial conference and in issue no.4 of each volume.

Future Scholars, Current Scholars Introduce Korea to Oregon Scholars

Larry Flick, Ph.D. Professor and Chair, Department of Science and Mathematics Education, Oregon State University, USA

In January, my wife and I had the honor of visiting Korea at the invitation of Dr. Young-Shin Park of Chosun University. This was not only our first visit to Korea but our first visit to Asia. My visit was made possible by a grant Dr. Park received from NRF (National Research Foundation) of Korea. Thanks to Dr. Park's hospitality and network of colleagues, I made presentations at Chosun University, Ewha Women's University, and Seoul National University. She also arranged for me to make a presentation at the annual meeting of the Korean Association for Science Education at Gongju National University of Education. These events provided me with several opportunities to share ideas about science education and experience the academic life in Korea. Through Dr. Park, my wife was able to visit a professional colleague in the Family Studies Department at Seoul National University.

Dr. Park arranged for graduate students from Chosun and Ewha to be our guides as we moved between locations. This was a very valuable part of the experience. I found that there were many similarities in academic life between the US and Korea. We were able to discuss such issues as program advising, exams, and dissertation research with these courteous and knowledgeable students. They also accompanied us to several cultural sites that broadened our appreciation for Korean culture and history. We visited the impressive Changdeokgung Palace Complex and learned it is a UNESCO World Heritage Site. Our graduate student guides from Ewha persuaded us to try on the traditional dress of royalty. Graduate students from Chosun provided a tour of Soswae Garden explaining its significance in the Chosun Dynasty. We were impressed with our first look at a bamboo forest.

The visit to Korea provided a rare opportunity for a reunion of previous visiting scholars and graduate students from Oregon State University. We had a delightful traditional Korean meal at the SNU Hoam Faculty House and tried various Korean beers. The picture shows (first picture; clockwise from left) Dr. Kyosik Park, Gyeongin National University, Dr. Cheong-Soo Cho and Dr. Jin-Hwan, Yeungnam University, myself, my wife Marilyn Flick, Dr. Young-Shin Park. Dr. Hyunwook Nam and Dr. Gwisoo Na of the Cheongju National University of Education (bottom picture) provided an informative tour of the Invention Education Center in Daejeong Metropolitan City. I learned that this was part of the International Intellectual Property Training Institute. This environment provides innovative and interactive professional development to about a 1000 teachers each year. I found this experience professionally rewarding and I will be sharing this concept of professional development. I was particularly pleased to meet with Dr. Nam because he has become a visiting scholar in my department for the next year. The picture shows Dr. Na, myself, and Dr. Nam at the Invention Education Center in front of a display of student ideas for inventions.

Our experience in Korea was welcoming and rich with experiences we fondly remember. We were warned that it would be very cold. But having grown up in Indiana, we did not think that we would mind. The weather, however, was more like Oregon. We enjoyed being outside everyday even with a little rain. During our visit to the Seoul shopping district, Insadong, our Ewha guides took us to the Jeontong Dawon for tea. This was in a secluded corner, out of the way of the otherwise very busy shopping area. While there, it snowed and provided a white dusting over the artwork and the beautiful courtyard. We look forward to visiting Korea again when all is in bloom.



Experience with Taiwanese teachers

Jeonghee Nam, Department of Chemistry Education, Pusan National University, Korea

The conference entitled "Enhancing visual literacy through using multimodal representation" was held at National Taiwan Normal University Taipei, Taiwan from February 20 to February 23, 2010 and was sponsored by the National Science Council, Taiwan. I was invited as one of the invited speakers.

There were six invited speakers from Australia, Korea, Turkey, and USA. The conference had three programs, which were keynote speeches, research reports, and hands-on workshops. Professor Brian Hand, Science Education, University of Iowa, USA, gave a keynote speech entitled "What Do We Know? What Do We Need to Know?" Professor Roy Tasker, School of Natural Sciences, University of Western Sydney, Australia, gave a speech about "Research into Practice: Visualization of the Molecular World for a Deep understanding of Chemistry". There were also several research reports, such as "The effects of restricted and student choice embedded multimodal representations on learning mechanic units at the college level", "Examining the outcomes of increasing multimodal approaches with student learning", "The impact of the science writing heuristic approach on multimodal representations in students' writing", and "Improving students communication of chemistry through use of multimodal representations: an international study". The main focus of these research reports was on the impact of embedding multimodal representation to improve student learning of science for secondary and university level.

The participants were mainly science teachers and graduate students. Even though the conference was held at the end of Chinese New Year holiday, many in-service teachers attended. I accompanied two middle school science teachers to the conference. They have been using SWH (the Science Writing Heuristic) approach in their teaching for two years. They conducted the workshop on SWH activity which focused on argumentation and inquiry with writing. We had difficulty in communication with participants at the beginning, but eventually we got to understand what they were thinking and what they were questioning. They seemed to feel nervous when we asked them to do the activity as a student not a teacher. As time goes, they seemed to get involved in the activity and even enjoyed it. It was great to see how they worked in a group and how they communicated with one other. What was even more interesting was they made the same mistakes the Korean students did. And they expressed how hard it was to do the activity as a learner and not a teacher as they already know the concept. However as it turned out, they had some kind of misconception when they went through the argumentation process. It was a great experience for both of us to share difficulties and ideas. We could learn from one other as a teacher and learner.



Fostering Scientific Literacy throughout the Globe for the 21st Century

Joseph Krajcik

Professor of Science Education, University of Michigan, MI, USA
Distinguished Professor, Institute for Global Science, Technology & Society Education, Ewha Womans University, Seoul, South Korea

Rapid advances of science and technology have recently brought about unprecedented changes in the quality of human life. Engineers have harvested these advances to drive change in health care, home appliances, entertainment, transportation and cosmetics. To understand these applications and the science behind them requires a high degree of scientific literacy. These marvelous scientific breakthroughs have often simultaneously correlated with economic, societal, political and military developments. Unfortunately, many of these developments gave rise to a myriad of ethical, moral and global issues threatening the human dignity and survival of the planet. Some of these issues include global warming, lack of energy resources, diminishing ecosystems and pollution of our waterways. Moreover, while part of the world flourishes in science and technology advancements, other parts of the globe suffer from disease and lack of nutrition. Given that changes in science and technology will continue to grow at unprecedented rates it necessitates that as our children develop into adults, they will need to function in an even more highly sophisticated technological society. Children of today will need a high level of scientific literacy that will allow them to make sense of rapidly evolving scientific advances so that they may apply these understandings for personal decision making as well as to make informed decisions that will positively influence society and the world in which they live.

As countries throughout the world become more connected and dependent on natural and intellectual resources, our children will need to apply and communicate ideas, make sound decisions based on evidence, and collaborate with diverse individuals to solve pressing problems. As a global community of science educators, we need to prepare our students with the science and engineering knowledge required to meet these demands. However, understanding the content and practices of science is only a beginning. We need to nurture social consciousness and the ability to learn on their own so they can actively engage in identifying and addressing social issues involving science and technology encountered in their daily lives and that will allow all people throughout the globe to live in sustained economic and ecological prosperity. Unfortunately, instructional materials and practices used throughout the world are not helping our children develop understanding and skills necessary to live in the 21st century and create a sustainable and peaceful world.

As a visiting scholar at Ewha Womens University's Institute for Global Science Technology & Society Education (STS), I am able to grapple with these important issues that not only impact children in

Korea and the United States, but children throughout the globe. Lead by Professor Kyunghee Choi, the Institute for Global STS was established in 2009 as part of the World Class University (WCU) project financed by the Ministry of Education, Science and Technology of Korea. As an Institute we seek to rethink what scientific literacy for global citizenship in the 21st century means, and to design and study the impact of new instructional materials that address this new vision of scientific literacy.



The changing landscape in which we live requires the science education community to rethink what all children will need to understand to live in 21st century. It will require us to identify the big ideas of science that all citizens will need to know for productive lives. It will require us to rethink what scientific habits of minds are most important and what ideas related to the nature of science all children should know. Although helping learners to think about the design of investigations will remain important, a greater emphasis on the support of claims with evidence and communicating ones ideas is needed. Moreover, in the last ten years the context of one's life has expanded from personal and local perspective to a global perspective, creating a need to consider others throughout the globe. And because information and knowledge will continue to grow, we also need to focus on helping individuals learn how to learn. What does such science curriculum look like? How should teachers be prepared to teach such a curriculum? How can we make use of breakthroughs in information and computing technologies to support student learning in these new ideas? These are challenging questions that require a diverse and international perspective.

My work in the Institute this past year has allowed me to explore these issues, challenge my thinking about what scientific literacy for the 21st century means and reflect on what core capacities and understanding learners need to develop to live in our global society. My work in the Institute has expanded my thinking to include a new perspective and considering human values when thinking about the design of science curriculum and instruction. While the work at the Institute challenged my thinking this past year, our work across the next few years will provide equally challenging as we grapple with how to measure scientific literacy for the 21st century and design and study materials to help children develop these perspectives.

I Discovered Gold at ASTE!

Young-Shin Park, Chosun University, Korea

The 2010 Annual International Conference of ASTE (Association for Science Teacher Education) was held in Sacramento, CA, from January 14th to 16th for three days. There are three reasons why I enjoy attending ASTE. First, I can meet my old friends from Oregon (where I had spent thirteen years of my life! But I did not spend thirteen years for my Ph.D. degree, do not get me wrong!). Colleagues from Oregon prefer attending ASTE to any other conference in the States. Second, I can meet



more practical colleagues from all over the world, which means that more practical workshops are offered by colleagues in charge of the Preservice and Inservice-Teacher Professional Development Program (PDP), and finally there are more social events than any others like "Jog-A-Thon". Jog-A-Thon is typically recognized as a way to fund raise, but Jog-A-Thon at

ATSE is for social purposes only. At 6:30 am during a conference morning, colleagues get together in the lobby, go out to lap by fast walking or running for an hour, chat during laps, and come back for breakfast before conference starts. By these three reasons, I have no doubt that I can enjoy my conference at ASTE.

I kind of fell into ASTE conference by meeting my old friends and sharing friendship with them. Tisha Morrell (University of Portland) and Kate Popejoy (University of North Carolina at Charlotte) are my old friends who organized this conference. ASTE offered many valuable and attractive workshops, providing more practical knowledge necessary for colleagues at Teacher Education. The best workshop I attended was "Evaluating the Science Learning Experience: Play the INQUIRY Wheel Game" offered by Richard Shope of Loyola Marymount University. I was engaged in lively application of the Science Educative Experience Scale while playing the INQUIRY Wheel Game, based on conceptual change theory. I remember that I first attended this workshop by Bob in 2004. The workshop was developed fruitfully and enjoyably, that is why I keep attending his workshop. There were two plenary sessions, one of which was offered by Dr. Richard Alley of Pennsylvania State University entitled "Get Rich & Save the World or The Imperative for Smart People to Address Energy and the Environment." He is a

glaciologist and an expert on Earth's past climate cycles and has spent years trying out new ways to captivate students and the public with the science and significance of climate change. As I also heard, he is really into "dancing" on the stage while delivering a speech. I know there are some 'YouTube' clips if him dancing while talking about ice-ages and global warming. Please check them out! About my social event? You can imagine how much I enjoyed my social events at conference.

I also presented two different papers about "scientific inquiry" and

"argumentation" through oral and poster sessions each with other two Korean colleagues. I got valuable feedback to make my paper understandable. I want to complete my story now by naming three different "GOLD" now. The theme of ASTE 2010 was "Discover Gold" and the city of Sacramento was famous for the place where people moved for "GOLD" in 1848. Me? Yes, I "DISCOVERED GOLD" at ASTE absolutely. I hope you can discover your gold at ASTE next year.

Building a Bridge with Science - National Science Teacher Training Workshop in Nanning City, China

Carol Qin, Intel China Ltd., China Mainland

December 18-23, 2009, a national science teacher training workshop jointly organized by Intel and the China Association of Science and Technology (CAST) was held at the Science and Technology Museum in Guangxi Zhuang Nationality Autonomous Region. Sixty-four science classroom teachers from twenty-three provinces (autonomous regions and municipalities) registered for and participated in the training workshop.

The five-day long training workshop gathered leading science educators in China. They were: Liu Enshan, professor of Beijing Normal University; Luo Xingkai, professor of Guangxi Normal College; Zhou Jianzhong of Southeast University; Pan Houren, research associate of Chinese Academy of Science; and Liu Yingjian of Beijing Normal University.

Professor Liu Enshan carried out a three-day training course of Science Inquiry and Inquiry Teaching, which had been localized and developed by Professors Liu and Richard H. Audet of Middle Tennessee State University. The course was technically arranged into eight steps as "Scientist's Notebook", "Discrepant Events", "Beliefs About Inquiry", "Essential Features of Inquiry", "Case Study on Science Inquiry Activity", "Inquiry Instruction and Assessment", and "5 E Instructional Model and Science lesson Plan". The trainees were following one question after another enthusiastically and were enamored by the science inquiry activities. Deeply involved in the class, trainees were experiencing the whole process of science inquiry and research practically. During three days of training, some trainees expressed that they began to reflect on the way of their science teaching method before and, after training, what they had achieved from it are not only great progress markers they made on the practice of science instruction, but also sixty-four science teaching plans on their single-subject backgrounds.

The training workshop also covered topics concerning preparation for CASTIC (China Adolescent for Science Technology Innovation Contest). Senior experts also gave trainees practical lectures on CASTIC and science education in the other days, entitled "How to Instruct Youngsters on Excellent Science Innovation Projects Based on Analysis of CASTIC Former Awarded Projects," by Pan Houren, "Science Inquiry Learning: A Bridge Connecting In-class and After School Education," by Luo Xingkai, "Science and Technology Practice Activity Application and Requirements," by Liu Yingjian, and "Relationship between Science Education and Science Contest within Elementary School and Updates on Regulation Terms for CASTIC," by Zhou Jianzhong.

Below is feedback of some trainees as regards to the course survey:

"The training provided me a broader view of inquiry teaching and instructed us to further explore essence of science inquiry. It's an unforgettable training for meeting and communicating with such a great many of science teachers."

"An unforgettable training is full of practical teaching approaches, rich content and tight schedule. Thanks to this training, I will be getting more progress than before."

"Very practical and valuable. Each of us has also learned a lot from inquiry."

"Enlightening education concept, instructing education practice."

"A brand and broader view about science education to us. As classroom science teachers, we hope to have more chances participating in such kind of training."

"The training broadened my view on science inquiry teaching, which is a great help for improving my teaching method later on."

"The training motivated me to reflect on science inquiry in a brand new aspect."

"It will provide a practical instruction for my science inquiry and teaching."

"A great impact on teaching concept and methods."



Professor Enshan LIU

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Alice Siu Ling Wong (The University of Hong Kong)

Benny Hin Wai Yung (The University of Hong Kong)



Join us !

EASE membership costs only US\$20 a year to be a member of EASE (US\$10 for students).

For more information visit us at <http://theease.org/Home/>
Don't hesitate to contact me for further information:

Young-Shin Park (Chosun University, Korea, parkys@chosun.ac.kr)

Contributors to this issue

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*editors



EASE 2011

Theme: "Lighting the world with science"
 Venue: Gwangju, Korea
 Dates: October 26-29

Invitation from Gwangju, Korea

Welcome to Gwangju (光州), Korea for EASE 2011!

On behalf of the organizing committee, I am happy to take this opportunity to welcome all of you to EASE 2011. This conference theme focuses on "Lighting the world with science," attracting professional researchers from all different fields related to science education, both locally and internationally. You can also enjoy the modern atmosphere, traditional culture, and history of Korea through EASE 2011 in Gwangju. We are sure that all of you will have pleasant and exciting experiences coming to Korea.

Yours sincerely,

Byungsoon Choi, chair of the organizing committee
 Youngmin Kim, conference coordinating chair

Organizing Committee of 2011 International Conference of EASE

Chair: Byungsoon Choi (Korea National University of Education)
 Conference Coordinating Chair: Youngmin Kim (Pusan National University)
 Program Chair: Jongwon Park (Chonnam National University)
 Assessment and Award Chair: Sung-Won Kim (Ewha Womans University)
 Culture Affairs Chair: Suk-Jin Yoon (Chosun University)

Demo and Workshop Chair:
 Hyunjoo Park (Chosun University)
 Project and Finance Chair:
 Hae-Ae Seo (Pusan National University)

Important Dates

Deadline for Abstract submission:
 May 31, 2011
 Deadline for Full paper (option):
 Jul. 31, 2011

Strands

1. Teaching and learning science in formal setting (school)
2. Teaching and learning science in informal setting
3. Educational technology for science education
4. Teaching scientific creativity
5. Professional development program for science teachers
6. History and philosophy in science education
7. Policy in science education
8. Assessment and evaluation in science education
9. Science Teaching College level
10. Regional-specific science education

For more information, contact

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Conferences in the world

International Seminar on the Assessment of Science Education (ISASE in Kunshan)

Mar. 18 -21, 2010 @ Kunshan, Mainland China (See page 2)

NSTA 2010 National Conference

Mar. 18-21, 2010 @Philadelphia, PA, USA.
<http://www.nsta.org/>

NARST2010

<http://www.narst.org/>
 Mar. 20-24, 2010 @ Philadelphia, PA, USA.

The 10th EUSCEA Annual Conference 2010

Apr. 26-27, 2010 @Berlin, Germany
<http://www.euscea.org/>

20th Symposium on Chemistry and Science Education

May 27-29, 2010 @University of Bremen, Germany
<http://www.chemiedidaktik.uni-bremen.de/symp2010/>

The XIV IOSTE International Symposium

Jun. 13-18, 2010 @Bled, Slovenia.
<http://www.ioste.org/symposia.htm>

WorldSTE2010 (ICASE2010)

Jun. 28-Jul.2, 2010 @Tartu, Estonia
<http://www.icas2010.org/>

9th International Conference of the Learning Sciences

Jun. 29 – Jul. 2, 2010 @Chicago, IL, USA
<http://www.isls.org/icls2010/>

41st ASERA 2010

Jun.30- Jul.3, 2010 @ Newcastle University, NSW, Australia.
<http://asera.org.au/>

10th European Conference on Research In Chemical Education/4th International

Conference on Research in Didactics of the Sciences

Jul. 4-9, 2010 @Krakow, Poland.
<http://ecrice2010.ap.krakow.pl/>

9th International Conference on Computer Based Learning in Science

Jul. 4 - 7, 2010 @Warsaw, Poland
<http://www.cblls2010.waw.pl/>

8th Conference of European Researchers in Didactics of Biology (ERIDOB)

Jul. 13-17, 2010. @ University of Minho, Braga, Portugal
<http://projectos.iec.uminho.pt/eridob/>

EASE Summer School 2010

Jul. 18-23, 2010 @ National Taiwan Normal University (See page 1)

7th International Conference on Hands-on Science

Jul. 25 - 30, 2010 @The University of Crete, Rethymno, Greece
<http://www.clab.edc.uoc.gr/hsci2010/>

60th Annual Meeting of the Society of Japan Science Teaching (SJST)

Aug. 7-8, 2010 @Yamanashi Univeristy, Kofu, Japan

21st International Conference on Chemical Education

Aug. 8-13, 2010 @ Taipei, Taiwan
<http://icce2010.gise.ntnu.edu.tw/>

The 8th International Conference for the History of Science in Science Education (8th ICHSSE)

@Mareasias, Sao Paulo, Brazil, Aug. 16-19, 2010.
<http://www.hpsst-brazil2010.org/>

Environment and Health in Science Education

Aug. 18-21, 2010 @University of Zurich
http://www.igb.uzh.ch/lehrstuehle/lehrstuhlk_yburz/International-Conference.html

Int. Geoscience Education Organisation (GeoSciEd VI)

Aug. 29 - Sep. 3, 2010, @Johannesburg, South Africa,
<http://web.wits.ac.za/NewsRoom/Conferences/GeoSciEd>

34th Annual Meeting of Japan Society for Science Education (JSSE)

Sep. 10-12, 2010 @Hiroshima, Japan
<http://www.jsse.jp/>

7th International Conference on Intercultural Communication Competence

Sep. 14-16, 2010 @Far Eastern State University of Humanities., Khabarovsk, Russia.
<http://www.ael.ru/iccc7>

The 23rd Biennial Conference of the Asian Association for Biology Education (AABE)

Oct. 18-20, 2010 @ National Institute of Education, Nanyang Technological University, Singapore.
<http://www.nsse.nie.edu.sg/aabe2010>

Global Chinese Conference on Science Education 2010 (GCCSE)

Dec. 20-21 2010 @ The Hong Kong Institute of Education,
<http://www.ied.edu.hk/gccse/>
 Due date: 15 May, 2010

epiSTEME 4 (4th International conference to review research on Science, TEchnology and Mathematics Education)

Jan. 5-9, 2011 @Homi Bhabha Centre for Science Education (TIFR), Mumbai, India
 Subm. of full papers/poster: Apr. 1, 2010
<http://episteme4.hbcse.tifr.res.in/>

ASTE (The Association for Science Teacher Education) 2011 International Conference

Jan. 20-22, 2011 @ Hilton Minneapolis, MN, USA.
<http://theaste.org/>

Exploring Leadership & Learning Theories in Asia (ELLTA)

Feb.15-18, 2011 @ Malaysia
 Abstract Submission: Jun. 15, 2010
<http://ellta.org/>

NSTA's 2011 National Conference

Mar. 10-13, 2011 @ San Francisco, CA, USA. Submission deadline: Apr. 15, 2010.

NARST 2011

Apr. 2-6, 2011 @Orlando, FA, USA
<http://www.narst.org/>
EASE 2011 Gwangju, Korea. Oct. 26-29, 2011 (See this page) thease.org/conference
 Abstract submission: May 31, 2011
 Full paper(Optional): Jul. 31, 2011

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