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A Family group for future...

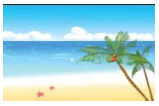
The productive and enjoyable EASE Summer School 2010 (July 18-23, 2010 at National Taiwan Normal University, Taipei, Taiwan) was over. 20 Ph.D. participants have gone back home with unforgettable memories and strengthened motivation to further their research with new ideas received. I am sure that it is not my only feeling that we all participants became a large family group. This Summer School aimed at providing valuable opportunities for sharing research experience and developing future research collaboration among Ph.D. students from EASE constituent regions. I remember it had been planned when our association was established, and there was an argument of the necessity to standardize the training of PhD students among the constituent regions to achieve a level comparable to the world standard. But I found I was too much concerned. I present my deepest appreciation to colleagues who had been devotedly working on this project especially to Professor Chen-yung Lin of National Taiwan Normal University, as well as National Science Council of Taiwan for the financial support.

- EASE president, Jinwoong Song, Seoul National University, Korea.

It was a big challenge to host the first the EASE Summer School from July 18 to 23, 2010, however, with all participants' enthusiastic commitment, the EASE Summer School 2010 successfully concluded. Senior professors contributed their intelligent experience of research in science education, coaches devoted their effort to leading discussion and students were eager to report their work and shared their ideas. The EASE Summer School 2010 is a starting point of international exchange among younger science educators in the area of Asia. The EASE Summer School 2010 is also a seed of intensive collaboration in research program in Asia. We hope our younger educators have more chance working together to address common issues of science education. During the EASE Summer School 2010, group research proposals were developed by students under their coaches' supervision and they are now posted in the official website of the EASE (http://new.theease.org/). I, personally, appreciate participant students' work and hope their proposals can come true soon. I also present my all thanks to senior professors, coaches, staffs and all of participants who contributed to the success of the EASE Summer School 2010 and look forward to the second EASE Summer School.

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

All-star cast of the EASE Summer School 2010

Senior Professors & Title of Speech	Gr.	Coaches	PhD students	Staffs
Cheng, May Hung May (鄭美紅, Hong Kong): *Addressing the challenges of the assessment reform in secondary science in Hong Kong (Lecture 1)* Chou, Ching-Yang (周進洋,Taiwan) Lin, Chen-Yung (林陳涌, Taiwan) Lin, Huann-Shyang (林煥祥, Taiwan) Liu, Wen-Li (劉文利, China Mainland): *Factors influencing parental involvement in sexuality education for young people in China: an example of Ph.D. dissertation (Lecture 3)* Ogawa, Masakata (小川正賢, Japan) She, Hsiao-Ching (佘曉清, Taiwan) Song, Jinwoong (宋眞雄, Korea): *EASE collaboration work: developing indicators systems for the comparison of science culture and education (Lecture 2)* Wu, Hsin-Kai (吳心楷, Taiwan): *Modeling a complex system: using novice-expert analysis for developing an effective technology-enhanced learning environment (Lecture 4)*	A	Lee, Sung-Tao (Taiwan)	Hong, Ok-Su (Korea) Chen, Shu-Bi (Taiwan) Jho, Hun-Koog (Korea) Takahashi, Kazumasa (Japan) Wu, Xian (China Mainland)	 *Director:* Chen-yung Lin, *National Taiwan Normal University, Taiwan* Hsin-mei Li, *Science Education Center, National Taiwan Normal University, Taiwan* 
	B	Park, Young-Shin (Korea)	Choi, Yang-Hee (Korea) Liu, Cheng (China Mainland) Yu, Shih-Yi (Taiwan) Huang, Chin-Fei (Taiwan) Lo, Man-Sum (Hong Kong)	
	C	Cheng, Meng-Tzu (Taiwan)	Cho, Mi-Young (Korea) Chiu, Hsueh-Mei (Taiwan) Chao, Yu-Chi (Taiwan) Yuan, Jing (China Mainland) Kim, Hong-Jung (Korea)	
	D	Jen, Tsung-Hau (Taiwan)	Kim, Soon-Ok (Korea) Cha, Hyun-Jung (Korea) Wong, Sibyl (Hong Kong) Wu, Chi-Ling (Taiwan) Chen, Wen-Cheng (Taiwan)	

EASE New Website, Waiting for your Access!

EASE secretaries successfully established our new website. Access this URL: http://theease.org/

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

"Parents can only give good advice or put them on the right paths, but the final forming of a person's character lies in their own hands." Anne Frank.

After EASE Summer school

Hunkoog Jho (Korea)

The first thing I felt about EASE summer school was that it was very exhaustive. Every day the schedule began at 8 in the morning and ended even at 10 to do some more homework. Every participant had a different interest, different background and different universities but all of them struggled to finish the mission given to them. On the last day, most of the participants spent all night to prepare the collaborative proposal. The effort was more than that in any other conferences.

Nevertheless, more impressive was that no single student tried to avoid hard work or spend his time carelessly in spite of the heavy schedule. From the beginning to the end, everyone kept concentrating on his individual and collective task. The attitude encouraged me to reflect what I had done and study harder throughout the summer school. The experience indicated me that there might be a number of people who studied my topic much harder than me.

The most important thing was that we got a chance to collaborate on common issues with the students across the regions. In spite of the short time, we had to make a draft for collaborative research agenda. While talking about the curriculum and problems in each region, we realized the commonalities and disparities in East Asia. Even though we lived near, there was little information about neighborhood educational system and issues. Intriguing was that each group made a research topic which could be conducted actually. At the time, the work finished at the level of planning however I wish we could make a real step in the next time.

Without the effort of the coaches from different regions, the summer school would have never finished successfully. Despite they had to travel at their own expense, they cared about their students as teaching their own academic students. Regardless of the compensation for their efforts, all of them worked like a graduate student. They showed a great example for all of the participants. The relationship between the coaches and the students could not be seen in any other international conferences held in Western countries. I am grateful to the staff in NTNU for finishing the successful workshop.

The cross-fertilization of ideas that changed us

Man-Sum Lo (Hong Kong)

It was the best of times; at last, the presentation of our group was welcomed by the audience. What constitutes a more joyful moment than our diligence morphing into applause? Our group was anxious about how well we could convey our messages throughout the presentation as the preparation time was incredibly tight. At last, we conquered the challenge. It was the most rewarding moment

Rewinding back to the first day of the summer workshop, in the hall where we had the orientation, where everything started, students and professors introduced themselves. I embarrassed myself by telling everybody that I would travel in Taiwan after the summer school. At that moment, I was still indulged in the lingering exuberance of having the opportunity to travel in Taiwan. I did not expect too much scholarly from the summer school; I expected nothing like intellectual vigor, enlightening discussions, fruitful brain-storming and thoughtful critics. I was still imaging a languorous trip, like lolling on sofa, reading books and chatting with new friends. My imagination was busted when I read the meticulously prepared program note after introducing myself. Though the note was emailed to us like ages ago, I spared no time to read it. The summer school was packed with abundant presentations and lectures. “It was the worst of the times.” I muttered.

Our group members were toured into our designated room and the presentation of group proposal commenced just after a brief introduction by our group couch, Dr. Park. We were instructed that everybody had to first present our doctoral proposal, and then the floor could question the presenter after discussion, simple enough. It was said that a good couch is not somebody that could provide good comments or give exact direction. Good couches create an intrinsic force that pulls every participant toward the core of constructive activities; like gravitational force attract all of us toward the center of the earth. Thanks to Dr. Park, I swiftly adjusted my mentality and offer critics and recommendations to our group members. Dr. Park somehow piqued our interest in debating over deeper issues, exposing the rudimental weakness, the hidden assumptions in our projects. All group members finished presenting their project by end of the second day. We then steered to discuss our group proposal.

The crux of formulating a group proposal was deciding on a topic. Our group had very diverse research interest. For example, April was specialized in biological basis of perception and learning of chemistry among students while Shih-Yi was specialized in mathematics learning. I initially thought it was great that we could triangulate our specialties however it turned out to be detrimental. We had so few things in common that our discussion sometimes even turned acrimonious when Dr. Park was away for meetings.

“Experience: that most brutal of teachers. But you learn, my God do you learn.” said C.S. Lewis. The rough road towards consensus turned out to be a powerful learning experience for us. As we had to seek for common group through debates and consensus, we learnt to listen even deeper, creeping through every details of the content down into the emotion attachment of speakers. We leant to express our ideas in a laconic and logical manner. Though we were all eloquent in English writing, our accent was so idiosyncratic that sometimes we resorted to drawing and writing for communicating ideas. We noticed effective communication could never be achieved merely through one medium. The arduous debate yielded a consensus on investigating teachers’ professional identity as our proposal topic.

The night just before the final proposal presentation was memorable. We didn’t have much knowledge on teachers’ identity that we had to read the literature and construct our understanding from scratch; we didn’t have enough computers that we couldn’t utilize our entire productivity; we were amputated by losing one of our great group member who left early to deal with urgent issues. We tried our best to condense our ideas into a short presentation. Finally, at two o’clock in the morning, we finished.

On the final day of the summer school, the group presentation session was a feast of ideas. The presenters demonstrated their best talents while the floor offered their thoughtful comments. All our efforts coalesced into a wonderful experience. All in all, human race thrived because we exchange and share ideas. The essence of the summer workshop is not about getting what we want, but sharing what we have. It is the cross-fertilization of ideas that breeds reflection and contemplation that inform us, empower us, and change us.

The summer school inspired ineffable learning experiences to us. It was my pleasure to meet researchers who share the same aspiration in research. I would like to take the opportunity to thank everybody who contributed to the organization of the summer school.

Meaningful and memorable

Yu-Chi Chao (Taiwan)

Twenty students from five regions (Taiwan, Hong Kong, China Mainland, Korea and Japan) came together to join the First EASE Summer School (18-23, July, 2010) in National Taiwan Normal University (NTNU). Every group has a couch who led the discussion after each member's dissertation at first two days, and guided the group proposal presented on the last day. Our (Group C) couch Cheng was a professional young scholar. Five group members included Yuan (China), Chao, Chiu (Taiwan), Cho and Kim (Korea). On the first two days, we shared the research themes of our dissertations about "Creative Problem Solving", "Inquiry Skills", "Nanotechnology", "Argumentation Skills" and "Competitive Hypothesis". We learned much in our exchange of opinions (debates sometimes, of course!) related to our dissertations. The third day was for cultural visit. All summer school members formed in groups to visit Taipei included National Palace Museum, Science Center, Taipei Zoo, Taipei 101, Dan Shui river and night market for famous traditional food in Taiwan. Many of members from other regions were impressed by the beautiful sunset beside the Dan Shui river and the delicious food we had on the day. The last two days were for the group discussion and dissertation at final presentation. Our title was "Content Analysis of Argumentation in Middle School Science Textbooks in Korea, China Mainland, and Taiwan". Although we did not win the first prize finally, we still learned very much from other groups' great ideas.

It was such a memorable week! All of us considered the EASE Summer School was a meaningful activity which can promote international communication and relationships among young scholar of EASE. See you all very soon at 2011 EASE conference in Korea!

EASE Summer school 2010 Taipei

Sibyl Wong (Hong Kong)

We came to the summer school with different reasons but got the same outcome
We came with lot of worries but left with tons of happiness
We came to talk but rather learnt to listen
Meal times were great time for sharing, academically and culturally, gossips were included
Day-trip was inspiring and great great great
Collaborative work was tough to everyone but not us
So prize did not come to us
But still big thanks to everyone

Before wrapping up the summer school experience, I must say THANKS to the organizer (on behalf of my group), and THANKS to all professors, coaches and supporting staffs.

We all attended this summer school with different reasons and different expectations, and we all ended up with the same outcome, learnt a lot with great fun. Some of us worried a lot before arriving Taiwan, worried if the summer school would be very demanding, worried if s/he could not communicate and get along with the peers, worried if s/he did not perform well enough, etc. But after the first day of introduction and wonderful vegetarian buffet, all this kind of worries were all gone. Everyone was so calm and prepared for the next days.

Here comes the days of our presentation, some of us were nervous about it and some were not but all of us were very much looking forward to some constructive comments in order to improve our works. Some of our works were in very initial stage and we gave a lot of comment on the design and research questions; some of our works are in the stage of collecting data and we discussed about the data analysis; and some of our works were in the stage of writing up the thesis and we discussed about the conclusion and contribution. We had exciting discussion but not offensive at all, we made lots of comments and all are constructive, we learned a lot from each other (and the coach), and we know better where to go and how to go for the next step.

The day trip was really a great fun day, museum, river bank, local eateries, they were so unforgettable. Of course, we had to show our greatest appreciation to Chi-Ling, Vincent and Yu-Chi.

We have started brainstorming our collaborative work very early and we have compromised an interesting one within very short time, which we all were very happy about it. Our coach absolutely helped us a lot, lot of inspiring but also lot of rooms for our own developing, he is the best. Although we did not get the final prize, we are very proud of ourselves.

Working as a coach of the 1st EASE Summer school has been fun and rewarding

Tsung-Hau Jen, Science Education Center, National Taiwan Normal University

When Prof. Chen-yung Lin invited me as a coach of the summer school of EASE, I was a neophyte to this kind of experience. I was exciting for the new experience but worried about that there was no concrete instruction could be followed. The summer school included three kinds of learning activities: keynote speeches, dissertation presentations and collaborative proposal sessions. Except for the Keynote speeches, the other two kinds of activities were conducted by means of the group discussions and teamwork. Each group consisted of five participants from different countries or regions and one coach. All the coaches were informed previously that we should not be the dominator but only be responsible for facilitating the group discussions and teamwork.

Among my group members, Soon-Ok Kim and Hyun-Jung Cha were from Korea, Sibyl Wong from Hong Kong, Chi-Ling Wu and Wen-Cheng Chen were from Taiwan. Only Soon-Ok was in graduate program for master degree, the other four members were Ph.D. students. All of them are remarkable, as well as the participants in other groups, and had impressed me in proposal presentation sessions during the first two days. They had not only given well-organized presentations about their ideas for their dissertations but also provided supportive and critical comments to the others.

The most challenged job for me was to help the members to finish an international collaborative proposal in science education within eight hours. I was trying to provide a six-step scaffolding to the group members. For each step we had only focused on one of the following questions:

1. What topics are we interested in?
2. Why do we need an international comparison study among these regions?
3. What have we known about the topics?
4. What are the research questions?
5. What kind of research method can answer the research question?
6. What are the limitations and constrains for this study?

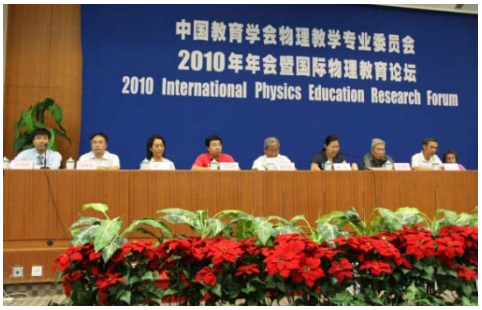
In order to form a consensus for each question, the divergence and convergence phases had been used to gather and clarify the ideas. The group discussions were both democratic and scientific that everyone was trying to communicate and convince the others from various perspectives. For all of the group members, it had been the first time to propose an international study, but the results were fruitful and marvelous.

I think the EASE summer school does provide a platform for future cooperation to all the young scholars in Eastern Asia. The 1st EASE summer school made the participants, and the coaches as well, experience that "two heads are better than one". I am grateful to be invited as a coach of the EASE summer school, this special experience had been fun and rewarding.

"Children require guidance and sympathy far more than instruction." Annie Sullivan.

2010 International Physics Education Research Forum was held in Beijing

Committee in Physics Teaching of the Chinese Society of Education, Guo Yuying & Xu Guiqing.



2010 International Physics Education Research Forum was held in Beijing Normal University from August 5th to 9th. This meeting is sponsored by the Committee in Physics Teaching of the Chinese Society of Education (CSE). There are more than 200 physics teachers and researchers attending the forum, including 6 physics education experts from the US. It is the first international physics education research forum held in China Mainland. Different kinds of local and foreign physics education research products have been shown during the lectures, strand talks, workshops, teaching aid exhibition, classroom teaching and scientific performance show.

There were seven important lectures to all attendants.

A lecture— 'Introduction of Physics Education Research in Mainland China' was given by Professor Yuying Guo from Beijing Normal University. First, she introduced the curriculum reform of basic education in China Mainland, taking Beijing and Shanghai as examples. Then hot topics of Physics Education Research were shown by statistics of published papers in China Mainland, with some research cases. The most popular topic of Physics Education Research in Mainland China are scientific inquiry, curriculum and textbooks, scientific method education and ability cultivation, emotion, attitude and value education.

Professor Bao Lei from Ohio State University gave a lecture with the title 'Current Developments in Physics Education Research.' He introduced US K-12 science courses, teacher education and preparation, college physics course structure and research methodology. Research on voting machine method and scientific reasoning were taken as examples to show how research is going on in US.

Professor Li Lieming from Qinghua University gave a lecture about internet application and quantitative research in college physics. Students were required to do multi-choice questions on line before and after a lesson, which the teachers' lessons are based on. It's found that the normalized gain of this instruction method is 20%~38%.

Professor Lillian C. McDermott from University of Washington gave a lecture with the title 'Improving the Teaching of Physics through Physics Education Research.' She pointed out that the overall goal of physics education group is to understand what makes physics difficult for students and how to promote student learning.

Jiashu Wu, who from Yiwu High School in Zhejiang Province in China Mainland, gave a lecture with the title 'Let Students Experience Construction Process of Physics.' He took instruction of acceleration as an example to illustrate how to make students experience discovering process. He emphased that students should face the original problem, which is the characteristics of physics and optimize instruction.

Colleen Megowan-Romanowicz from Arizona State University gave a lecture with the title 'The Modeling Method of Instruction in Physics: How to Do It.' After a brief introduction of the history of modeling instruction, Colleen explained the process of modeling instruction which includes model construction, model elaboration and testing, model application.

Professor Ronald Thornton from Tufts University gave a lecture: 'Reforming Introductory Physics Instruction Using Activity-Based Learning.' He compared passive and active learning environments first, and then introduced how Interactive Lecture Demo Sequence(ILDs) are used.

Besides the lectures, there were nine strands with different topics: assessment, instructional validity, experiment and multi-media, instruction methods, professional development, instruction according to the objectives, scientific inquiry, curriculum reform, and interactive instruction. More then 100 talks were given in these strands.

Scientific performance show and classroom teaching were exhibited by US and Chinese physics teachers during the forum, and six workshops were hold. Some teaching aids and instruments designed by physics teachers or factories were exhibited.

Acknowledgment: This conference was supported by the International Partnership of Education Research Communities (IPERC), the American Association of Physics Teachers (AAPT), International Commission on Physics Education (ICPE), the Education Committee of the Chinese Physics Society, Physics Department of Beijing Normal University, Second Affiliated High School of Beijing Normal University. People Education Press, Beijing Normal University Press.

The 6th Chinese National Conference on Biology Education

Qiuping Deng (The College of Life Sciences, Beijing Normal University, China Mainland)

On July 16th-17th, 2010, the 6th National Conference of Biology Education was held at Yunnan Normal University in Kunming, China Mainland. About 107 bio-educators and postgraduate students from 34 normal universities in China attended the conference.

The National Conference of Biology Education has been held annually in China since 2005. The conference provides participants an opportunity to present, communicate and discuss their latest researches, which are mainly about theory and practice of the biology curriculum and teaching. As biology is a separate subject rather than a part of integrated science curriculum at secondary school in China Mainland at present, biology teachers are prepared at the biology departments of normal colleges and universities. The conference provides a long-term and stable scholarly communication platform for exploring a series of problems in National Basic Education Reform, especially about the biology curriculum reform and teacher education, and promoting the development and innovation of the basic education nowadays.

There were eight keynote speeches made on the conference on the first day. Ph. D. John Richard Schrock from Emporia State University (USA), gave a speech entitled "From Elementary School Science to Nobel Prize Research", which emphasized the opinion that not teach to the test but how to ask questions. Professor Liu Enshan from Beijing Normal University, made a speech entitled "Pay Close Attention to the Changes of Workplace in the Future and Redefine Basic Skills", which mainly elaborated the basic skills adapted to workplace in the 21st century and how to teach these skills in the science classroom. Associate Professor Cai Jinhong from Yunnan Normal University gave a speech entitled "The Education of Drug Control and HIV/AIDS Prevention is a Noble Career with a Bright Future", to introduce the implementation of education of drug control and HIV/AIDS prevention in Yunnan Normal University. The other five speeches were mainly about practical work, environmental education for sustainability and web-based teaching. Participants shared their more ideas openly and freely during the symposium after supper.

The second day of the conference consisted of 33 presentations made by bio-educators and postgraduate students from various universities. The presentations were focused on the following topics, such as teaching strategies, textbook analysis, teacher education and training, web-based teaching, practical work, students' proficiency assessment, comprehensive practice or optional classes, key concepts, students' critical thinking and so on.

The conference would be a great experience for all participants, during which they shared their findings and difficulties, and learned from each other. This scholarly communication would help to enhance quality of research and practice on biology education.

Collaborative Project for EASE

Project Title: 2010 Comparative Survey of Science Culture Indicators at the Regional Level in the East Asia Region

Young-Shin Park (Chosun University, Korea)

This new collaborative project within the East-Asia region commenced with the title of SCI (Science Culture Indicators) and ran for 7 months from May to November 2010. The aim of this project is to develop SCI which can be used to monitor the status quo of the science culture of regions in the East-Asia area at the societal level, indicating to what degree the regions are scientifically literate in terms of the current status of their science culture infrastructure, its perceptions, and its benefits, which in turn can be used as a practical data source for establishing a policy of systematic science culture in the area. The research team developed the SCI embedded in East-Asia science culture and investigated releasing the different but specific status quos of science culture to be compared in terms of strengths and weaknesses crossing regions (Korea, China Mainland, Japan, Taiwan, and Hong Kong). Finally, we can apply these practical data for establishing systematic policies of regional cooperation in science culture and fostering its network cultures in the East-Asia area. This project is supported by KOFAC (Korea Foundation for the Advancement of Science & Creativity), and the participating scholars are Young-Shin Park, Jinwoong Song, Masakata Ogawa, Wenli Liu, May Cheng , and Chiaju Liu. We will have an SCI workshop in Taiwan (July 19 & 20th, 2010) to construct the validity of the SCI tool before collecting data and we will have an SCI symposium to report each regional cases in Korea on the 24th and 25th of October 2010. The final report will be produced at the end of November 2010. Each regional report and final report will be uploaded at the end of November 2010 to the EASE website.

The 25th China Adolescents Science & Technology Innovation Contest

Liu Cheng (The College of Life Sciences, Beijing Normal University, China Mainland)

From August 8~12, 2010, the 25th China Adolescents Science and Technology Innovation Contest (abbr. CASTIC), the top science fair in China, was held in Guangzhou, the capital city of Guangdong province. This annual contest, organized by the China Association for Science and Technology (abbr. CAST), is associated with Intel ISEF, and winners of this contest can participate in the Intel ISEF next year. The theme of the 25th CASTIC was "Innovation• Experience• Grow up-Low Carbon Life".

Over 30 provinces, as well as Hong Kong and Macao dispatched teams to participate in this contest. In total, 539 students brought 386 projects in 13 categories, including biochemistry, chemistry, computer science, earth and space science, engineering, environmental science, human behavior and social science, mathematics, medical and health science, microbiology, physics, botany and zoology. All of the participants were provincial science fair winners.

Besides domestic students, foreign participants from 13 countries and districts, such as France, Sweden, India, and Korea etc., also brought 23 projects to the contest.

The participants designed their own display panel and booth, explained what they had researched it, how they did their project and why they wanted to research, and answered questions and queries. After a Competence Test, the research project show and interviews, 64 student projects earned the First Prize, 160 got the Second Prize, and 162 were awarded the Third Prize. In addition, 4 students received the "CAST Chairman Award", the top prize awarded to the most excellent innovative projects, after strict evaluation by a panel of experts from universities and scientific research institutions.

The 25th CASTIC also included three categories for children's science instructors, including "Science and Technology Invention", "The Making of Science Teaching Aids", and "Activity Design Proposal". For these instructors' participation, the committee awarded the "Top 10 Science Instructors" from elementary and middle schools all over the country. These winners contributed a lot to improve their students' innovation abilities in the past year.

In the 25th CASTIC, there was a totally new but very important prize, the "Top 10 Innovative Schools in Science and Technology Education" (see Picture 1), and two "Star Innovators" from these top 10, one elementary school and one middle school. Before the science fair in Guangzhou, the committee invited many experts and professors from CAST, related universities and institutions focused on science and technology education in K-12 to select the top 10 innovative schools from 144 schools recommended from each province. The whole selection procedure included 4 steps, province recommendation, preliminary evaluation, field investigation, and final evaluation. As we know, each student innovative project was guided by a science instructor or a group of science teachers. And more importantly, each instructor or science teacher team was nurtured and supported by their school principal. So it was very important for China and CASTIC to inspire schools to provide good science and technology education, besides praising the students and honoring the instructors. It has built a solid foundation for the development of K-12 science education in China.

Besides the contest, there was a Science and Technology Education Forum during the 25th CASTIC. At the forum, education experts from Japan, Thailand and Taiwan communicated their experiences of adolescent science and technology education and Science communication with over 200 science instructors and principals from China mainland.

The 25th CASTIC ended on August 12. It promoted the thriving development of adolescent science and technology innovative activities in Guangdong province and played a positive role in the popularization of science, the communication of scientific ideas, spreading the spirit of science, and improving adolescent scientific literacy and innovative ability. The 26th CASTIC will be held in Inner Mongolia in 2011.

"Treat people as if they were what they ought to be and you help them to become what they are capable of being." Goethe.

Global Chinese Conference on Science Education 2010

Winnie So Wing Mui (Hong Kong Institute of Education, Hong Kong)

The Department of Science and Environmental Studies of the Hong Kong Institute of Education will host the first Global Chinese Conference on Science Education 2010 (GCCSE2010) on 20-21 December 2010 in collaboration with the National Chinese Association of Science Education, the Chief Executive Award for Teaching Excellence Teachers Association, the Hong Kong Association for Science Education and Mathematics Education, Hong Kong Education City Limited, and three major universities in Hong Kong. The theme of the conference is "Connecting science education to the contemporary world" with the following sub-themes

- Integrating Science with other areas of learning
- ICT in Science Education
- Learning and Teaching Science
- Development of Science Curricula
- Assessment of Students' Science Learning and Development
- Teacher Education/Professional Development for Teachers
- Historical, Philosophical, Social, Cultural, and Gender Issues
- Science Education in Life-wide/Authentic/Informal Contexts

The conference will focus on research and development of science curricula, and teaching and assessment practices in primary, secondary and tertiary science education. Chinese and other international science educators and school science teachers from different parts of the world are to be involved to exchange research work and best practices. There will be paper presentations, workshops, posters and symposiums for sharing of concerns and experiences in the learning, teaching and assessment of science, which are relevant to the needs and development of the science education community over the world. In order to facilitate more effective sharing and communication, presentations in English and Putonghua are welcomed with abstracts and titles in both languages. Further details are available at http://www.ied.edu.hk/gccse/

Conferences around the world

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

2010 International Conference on Mathematics, Science and Technology Education 18-21 Oct. 2010 Institute for Science and Technology Education (ISTE), University of South Africa @Krugar National Park, Limpopo, South Africa. http://www.unisa.ac.za/

California Science Education Conference 22-24 Oct. 2010 @ Sacrament0, CA, USA. http://www.cascience.org/csta/conf_home.asp

2nd International Conference in Science and Mathematics Education 26-28 Oct. 2010 @The University of the Philippines National Institute for Science and Mathematics Education Development (UP NISMED) Diliman, Quezon City Philippines. http://www.upd.edu.ph/~ismed/icsme2010/index.html

STEM in Education Conference Nov.26-27 2010 @QUT Brisbane, AU. http://stemconference.com.au/

International Conference on Science and Technology Education (ICSTE) Dec. 3 - 5, 2010 @ Kish Island, Iran http://www.iea.nl/index.html

2nd East Asian International Conference on Teacher Education Research Dec. 15-17, 2010. @Hong Kong Institute of Education, http://www.ied.edu.hk/eai-conference2010/

Global Chinese Conference on Science Education 2010 (GCCSE) Dec. 20-21 2010 @ The Hong Kong Institute of Education, http://www.ied.edu.hk/gccse/ (See above)

ASE Annual Conference 2011 (The Association for Science Education) Jan. 5-8, 2011 @University of Reading, UK. http://www.ase.org.uk/conferences/annual-conference/

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 http://episteme4.hbcse.tifr.res.in/

90th Annual Conference of SBSEJ (The Society of Biological Sciences Education of Japan) Jan. 8-9, 2011 @ Saitama Univ., Japan http://homepage2.nifty.com/biol_ed/

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 http://ellta.org/

Scottish Science Education Conference 2011 4-5, Mar. 2011 http://www.asescotland.org.uk/

NSTA 2011 National Conference Mar. 10-13, 2011 @ San Francisco, CA, USA. http://www.nsta.org/conferences/2011san/

NARST 2011 Apr. 2-6, 2011 @Orlando, FA, USA http://www.narst.org/

22nd Annual Meeting of JSEE (Japanese Society of Environmental Education) Jul. 16-18, 2011 @Aomori University, Japan http://wwwsoc.nii.ac.jp/jsoee/

6th World Environmental Education Congress 19-23 Jul, 2011 @Brisbane, Australia http://www.weec2011.org/

26th CASTIC 2011 @Inner Mongolia http://www.cyscc.org.cn/

35th JSSE Annual Conference Aug. 2011 @Tokyo Institute of Technology, Tokyo. http://cert.shinshu-u.ac.jp/et/jsse/index.html

61st SJST Annual Conference 20-21 Aug, 2011 @ Shimane University, Japan http://wwwsoc.nii.ac.jp/sjst/eng/index_e.html

ESERA 2011 Conference Sep 5-9, Lyon, France. / Subm. Platform opens Oct.1 2010 Subm: Jan. 10, 2011 http://www.esera2011.fr/

EASE 2011 Chosun University, Gwangju, Korea. Oct. 26-29, 2011 (See page 8) theease.org/conference Abstract submission: May 31, 2011 Full paper(Option): Jul. 31, 2011

3rd International Conference on Science and Mathematics Education (CoSMEd) 2011 8-10 Nov., 2011 @Penang, Malaysia http://www.recsam.edu.my/cosmed/index.html

62nd Annual Conference of SJST (The Society of Japan Science Teaching) Aug.2012 @Kagoshima University, Japan.

Contributers to this issue

Cheng May Hung May* (Hong Kong), Yu-Chi Chao (Taiwan), Liu Cheng (China Mainland), Qiuping Deng (China Mainland), Xu Guiqing (China Mainland), Tsung-Hau Jen (Taiwan), Hunkoog Jho (Korea), Wang Jian* (China Mainland), Eun Ah Lee* (Korea), Sung-Tao Lee* (Taiwan), Hsin-mei Li (Taiwan), Chen-yung Lin (Taiwan), Man-Sam Lo (Hong Kong), Winnie So Wing Mui (Hong Kong), Hisashi Otsuji* (Japan), Young-Shin Park* (Korea), Jinwoong Song (Korea), Alice Wong (Hong Kong), Sibyl Wong (Hong Kong), Guo Yuying (China Mainland) *editors

Call for information and reports !

When you find conference information not shown here, that is the first chance to contribute to EASE. Returning back from conferences shown here, that is the second chance. Please send information and report with a copy-right free photo to any secretary. Thank you!

Executive Members of EASE

Constitution of EASE
東亞科學教育學會規程

1 Name and Status

1.1 The name of the association shall be 'The EASE (East-Asian Association for Science Education), referred to as 'The Association'. The Association comprises members from regions including China Mainland (中國大陸), Hong Kong(香港), Japan(日本), Korea(韓國), and Taiwan (臺灣). These regions are referred to as 'The Constituent Regions'.

1.2 'Science Education' shall refer to all aspects of education in respect of the natural sciences including physics, chemistry, biology, earth science, environmental science, general science, and applied science for learners of all ages.

1.3 'Research' shall refer to all forms of systematic inquiry.

1.4 The Executive shall, if necessary, establish the legality of this Constitution under national or international law as appropriate.

2 Aims

The aims of The Association shall be:

2.1 to enhance the range and quality of research, teaching and learning in science education in East Asia, in particular, those related to the culture and heritage of The Constituent Regions;

2.2 to provide a platform for collaboration in science education among The Constituent Regions;

2.3 to seek to relate research to the policy and practice of science education in The Constituent Regions;

2.4 to represent the professional interests of science education researchers in The Constituent Regions;

2.5 to foster links between science education researchers in The Constituent Regions and similar communities elsewhere in the world.

3 Membership

3.1 Personal membership of The Association is open to anyone who has interests in science education research.

3.2 Applications for personal membership shall be made on the Application Form provided.

3.3 The title and privileges of being a 'Personal Member of the Association' shall only be enjoyed by an individual over a period for which all the dues required by The Association have been paid.

3.4 Organizational membership of The Association shall be open to organizations which have a constitutional interest in research in science education.

3.5 Applications for organizational membership shall be made on the Application Form provided.

3.6 The title and privileges of being an 'Organizational Member of the Association' shall only be enjoyed by an organization over a period for which all the dues required by The Association have been paid.

4 The Executive

4.1 Decisions made on behalf of The Association shall be taken by The Executive.

4.2 Each personal member shall have the right to one vote in any election concerning The Association.

4.3 The Executive shall consist of elected members, with two to four representatives from each constituent regions of The Association. All nominations must be supported by a proposer and a seconder, who are Personal Members of The Association. The proposer and the seconder must also be coming from different Constituent Regions. Each of those elected will serve for four years. However, arrangements should be made as far as possible such that about half of the members on the Executive will be re-elected in every other two years to ensure smooth transition and continuity of work of The Association.

4.4 President, Vice-president, Secretary, and Treasurer will be directly elected among the elected members of The Executive. The term of office for each of the above-mentioned office bearers will be two years.

4.5 If a position on The Executive falls vacant, The Executive shall fill it by whatever means they deem necessary and which do not contradict the above conditions, until the next occasion for an election.

4.6 The duties of the President shall:

a. take charge of the affairs of The Association, including presiding the Biennial Conference of The Association;

b. serve as a Chair of The Executive;

c. be or designate a representative to affiliate organizations;

d. serve as or designate a representative as spokesperson for The Association.

4.7 During the Biennial Conference, The Executive will present a written report, which shall include Audited Accounts, of The Association. This report will be uploaded onto the official website of The Association for perusal by Members who are not present at the Biennial Conference of The Association. In years when the Biennial Conference does not take place, the written report will be sent to all Members and posted on the website.

4.8 The Organizer of the next Biennial Conference of The Association (which shall be organized to support communication on research matters between members of The Association and with others) shall automatically be co-opted on to The Executive.

4.9 Elections to The Executive shall, wherever possible, take place during a Biennial Conference of The Association such that results may be announced at that Conference.

4.10 Amendments to The Constitution either shall be proposed by a majority decision of The Executive or shall be proposed by at least thirty other Members of The Association who, in turn, must be coming from at least three of The Constituent Regions.

4.11 An amendment to The Constitution shall be agreed by a two-thirds majority of the members of The Association who vote in the ensuing referendum.

4.12 The Headquarter of The Association shall be established in a City at the discretion of The Executive.

4.13 Important documents produced in the course of Association business shall have an abstract in at least two different Asian languages.

5 Activities

5.1 The activities of The Association shall be addressed by such means as The Executive shall decide.

5.2 These means shall include the organization of Boards and shall include the organization of the Biennial Conferences of The Association.

5.3 The costs of each activity conducted on behalf of The Association shall be met by, or on behalf of, the activity, less any administrative input that The Executive shall decide to make. Any surplus generated by an activity shall be the property of The Association.

5.4 In order to conduct the business of The Association, The Executive shall be empowered both to collect an Annual Membership Fee from personal and Organizational Members of The Association and to make applications to Fund-Awarding Bodies on behalf of The Association.

Join us !

For membership of EASE: It costs only US$20 a year to be a member of EASE (US$10 for student).
For more information: Just visit the EASE Website http://theease.org/
Don't hesitate to contact me for further information. *Young-Shin Park (Chosun University, Korea, parkys@chosun.ac.kr)*

Wealth, if you use it, comes to an end; learning, if you use it, increases. ~Swahili Proverb

Second Biennial Conference of EASE

EASE 2011

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

Important Dates
Abstract submission: May 31, 2011
Full paper submission (option): Jul. 31, 2011
Early bird registration: Aug. 9, 2011

Invitation from Gwangju, Korea

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

It is great pleasure to invite EASE members and other science educators for the forthcoming EASE 2011 conference to be held in the City of Light, Gwangju (光洲), South Korea. Gwangju Metropolitan City is located in the southwest corner of the Korean peninsula and is internationally well known for its beautiful mountains and intangible cultural assets. We are sure that you will enjoy Korea's traditions and beauties.

The theme of EASE 2011 conference is "Lighting the world with science". In order to encourage more active participation of the EASE members and educators, we provide 10 different strands in science education and offer different formats of sessions including oral and poster presentations, invited speech, special concurrent sessions, and cultural visits.

We hope that EASE 2011 becomes a place where you can share your research interests, build relationships with other colleagues, and taste Gwangju. We look forward to meeting you in the City of Light in October, 2011.

Jinwoong Song, president of EASE
Byungsoon Choi, chair of the organizing committee
Youngmin Kim, conference coordinating chair

Plenary Session & Specific Concurrent Session

26th PM	Plenary session		
27th AM	Workshop	Special Session	Special Session
27th PM	Special Session	Workshop	Physics Demo
28th AM	WCU Workshop	Special Session	Special Session

Invited speakers and contributing presenters for special session

Name	Affiliation
Prof. Steven Chapman	University of London, UK
Prof. Justin Dillon	King's College London, UK
Prof. Hiroki Fujii	Okayama University, Japan
Prof. Brian Hand	University of Iowa, USA
Prof. Joseph Krajcik	University of Michigan, USA
Prof. Gao Lingbiao	South China Normal University, China Mainland
Prof. Chiaju Liu	National Kaohsiung Normal University, Taiwan
Prof. Michael Matthews	University of New South Wales, AUS
Prof. Jongwon Park	Chonnam National University, Korea
Prof. David Treagust	Curtin University, AUS

Brief schedule

	OCT 25th TUE	OCT 26th WED	OCT 27th THU	OCT 28th FRI	OCT 29th SAT
9:00			Registration Oral Presentation 2	Oral presentation 5	
			Specific concurrent session 1	Poster session 3	
12:00		Registration	lunch	Specific concurrent session 3	
		Opening ceremony Congratulatory & Welcoming address	Oral presentation 3	Poster session 3 (continued)	Cultural visit
		Science performance	Science demo 3 Poster session 2		Option 1
		Invited speech	Specific concurrent session 2 Poster session 2 (continued)	Educational visit	Option 2
		Science Demo 1 Poster session 1		Option 1	
		Oral Presentation 1 Poster session 1 (continued)	Oral presentation 4	Option 2	
18:00	Social Icebreaker	Dinner	Conference banquet		
		Science Demo 2			
		EASE meeting			

Strands

1. Teaching and Learning Science in Schools
2. Teaching and Learning Science in Informal Settings
3. Professional Development of Science Teachers
4. Assessment and Evaluation in Science Education
5. ICT and Science Education
6. Teaching Scientific Creativity
7. Socio-Scientific Issues and Human Values in Science Education
8. History and Philosophy for Science Education
9. Teaching Science at College level
10. Regional-Specific Science Education

Registration

·Participants are encouraged to access the EASE website for registration.
·Registration form can be downloaded at: http://www.theease.org
·Early bird registration is recommended.
·On-site registration is also available.

General guidelines

· Participants intending to present a paper, workshop, or demonstration will be requested to submit an abstract (150-500 words, English only) by May 31, 2011.
· The topics of the conference include, but are not limited to, educational studies in science, mathematics, technology, and environment.
· Authors are welcomed to submit extended versions of papers for the EASE 2011 publication. The papers will be automatically reviewed for the "Outstanding Paper Award" competition.
· All abstracts and full papers are required to be submitted via the EASE website.
· **Travel awards** will be given to a few graduate students/Junior scholars on the basis of reviewed abstracts/papers
· The official language of the conference is English.

Contact Information

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Local Committee of EASE 2011

Organization Committee: Byungsoon Choi (Korea National University of Education), Chan-Jong Kim (Seoul National University), Kyunghee Choi (Ewha Womans University), Jong-Yoon Park (Ewha Womans University), Byung-Ghi Jang (Chuncheon 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 & Workshop Chair: Hyunjoo Park (Chosun University)
Project & Finance Chair: Hae-Ae Seo (Pusan National University)