E·A·S·E East-Asian Association for Science Education

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

Vol.4, No.2
No. 0014
June. 15, 2011

Department of Earth Science Education,
College of Education, Chosun University
375 Seosuk-Dong, Dong-Gu, Gwangju, 501-759, Korea
ph: +82-62-230-7379 fax: +82-62-230-7935
http://theease.org/Home

EASE 2011 International Conference

Dates: **October 25-29, 2011**

Venue: **Sun-Rising Building, Chosun University, Gwangju, Korea**

Theme: **Lighting the World with Science**

Website: http://new.theease.org/conference.php

Dear professors, teachers, researchers & students,

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 interest, build relationships with other colleagues, and taste Gwangju. We look forward to meeting you in the City of Light in October 2011.

Yours sincerely,

Byungsoon Choi

Chair of the Organizing Committee of EASE 2011

Youngmin Kim

Conference Coordinating Chair of EASE 2011

TIME	OCT 25th TUE	OCT 26th WED	OCT 27th THU	OCT 28th FRI	OCT 29th SAT
8:30 a.m.		Registration Opening ceremony Congratulatory & Welcoming address Encouraging address	Registration	Oral presentation	Cultural visiting
			Invited speech 5 & 6		
		Plenary session	Oral presentation	Poster session 2 & science demonstration 2	
		Invited speech 1 & 2	EASE general assembly	Invited workshops and contributed workshops	
12p.m.		Lunch box	Lunch box	Closing ceremony Lunch (Solmaru Restaurant at campus)	
		Invited speech 3 & 4	Oral presentation		
		Poster session 1 & science demonstration 1	Poster session 2 & science demonstration 2	Educational visiting Option 1 Option 2	
		Invited workshops and contributed workshops	Invited workshops and contributed workshops, Regional specific session		
		Oral Presentation 1	Oral presentation		
6p.m.	SOCIAL ICEBREAKER	EASE Executive board meeting	Conference banquet		

Registration rate

Early bird registration (August 9, 2011)	US$ 150
Early bird registration (August 9, 2011) for students/teachers	US$ 70
Registration(after August 9, 2011)	US$ 200
Registration for students/teachers(after August 9,2011)	US$ 90
On-site registration	US$ 220
On-site registration for students/teachers	US$ 110

Important Dates

Abstract review	July 1, 2011
EASE 2011 registration	June 1 – August 9, 2011 (early bird)
Deadline for on-line registration	September 30, 2011
Full paper submission	July 31, 2011
Notification of acceptance	July 11 – July 15, 2011
Hotel reservation	Available from April 1, 2011

General Guidelines

- Travel Award will be given to a few graduate students/Junior scholars on the basis of reviewed abstracts/papers.
- Authors are welcome to submit extended version of papers for the EASE 2011 publication. The papers will be automatically reviewed for the "Outstanding Paper Award" competition.

Contact for EASE 2011 Registration:

Prof. Hyunju Lee (hlee25@ewha.ac.kr)

Contact for General Information of EASE 2011:

Prof. Young-Shin Park (EASEheadquarter@gmail.com)

"If you want to understand what a science is you should look in the first instance not at its theories or its findings." Clifford Geertz

A researcher's personal reflection: Impact of research in science education

May May Hung CHENG (University of Oxford, UK)

Having conducted research in science education and teacher education for more than two decades, and worked in both Hong Kong and the United Kingdom, my observation is that there has been increasing concern with the impact of research in the last five years or so. The impact of research is often taken as an indication of research performance. The decision to submit a paper to which journal is somewhat influenced by the rising consciousness of journal rankings instead of being purely an academic decision as to whether the discussion is relevant to the theme of certain journals. Somehow impact is measured or reflected by the journal rankings, and this may in turn affect the type of research to be conducted or seen to be valued by academia. This concern is realistic as the measurement of impact or research performance will affect researchers personally in terms of their career progression and in applying for research funding. Academia may come to seriously consider the question, should having papers published in top journals according to a journal ranking system be our shared goal? Ironically, one of the countries which started this journal ranking system, Australia, has recently abolished all the rankings prescribed to the list of journals.

The author (Dr May Cheng, first from the left) with masters and DPhil students at the University of Oxford – university education in itself is a form of impact, but how is this accounted for in research assessment exercise?

In Hong Kong, the recent terminology related to the reflection of impact of research is knowledge transfer. There is a movement to devote both energy and resources to engaging in knowledge transfer activities. These activities have started to come into shape in the last two years. For science education, I would imagine knowledge transfer activities to be very much related to the teaching, learning or assessment of science in schools. If knowledge transfer activities are a solution to the reflection of the impact of research, then how can we measure in turn the impact of knowledge transfer activities? Should student learning be the ultimate outcome or benefit of research or knowledge transfer activities? What if some research or knowledge transfer endeavours require a longer period of time before we can see an impact on student learning? Does this then mean that knowledge transfer should be planned at the commencement of a research programme and actually be a part of the project instead of being seen as an add-on activity towards the completion of the project?

In the United Kingdom, "in the REF there will be an explicit element to assess the 'impact' arising from excellent research, alongside the 'outputs' and 'environment' elements." The distribution of weighting for output, impact and research environment are 65%, 20% and 15% respectively. The quality of research output or publications is evaluated by a peer review system involving four grades from 4* to 1*. For the assessment of impact, departments in universities will need to submit case studies which may include "any social, economic or cultural impact or benefit beyond academia that has taken place during the assessment period, and was underpinned by excellent research". While departments are testing out the construction of such case studies, the statement implies that impact has to extend beyond academia. For science education research, it may mean a range of levels of impact including making the findings relevant or known to other researchers in the field, and to teachers or practitioners. Science educators need to work out a range of benefits and applications such as benefits to the profession, the application of the knowledge to improve practice, and the application to improve student learning. Moreover, science education research may have implications for education policy or the percolation of knowledge into public discourses. These impacts need not be exclusive of one another, and in fact may occur at the same time, e.g. having both impact on future research and classroom practice. The next question will be, are there different levels of value implied in the different impact levels i.e. the research community, the teachers, the students, the schools and the school community? What will be the value of research which only informs future research but has few implications for classroom practice, or only affects student learning outcomes indirectly? How do these projects compare with the value of projects which inform classroom practice but may not be evaluated as being significant in adding knowledge to the field?

It seems that journal ranking provides a simple answer to the measurement of impact. The issue of research impact is, however, a far more complicated issue and not a simple entity to be measured. As researchers, we need not to be only working on research merely for the sake of having its impact measured. There are many considerations or choices we may make, or we may target different levels of impact. These considerations or decisions should be made quite early as we plan our research projects, and impact or knowledge transfer activities should form part of the project rather than be seen as a supplementary component tagged on towards the completion of the research. More importantly, as members of EASE, we may work together to consider how we can make science education research more relevant to the East Asian community, and maximize the benefits of research for the advancement of science education in the region.

"Think Globally. Act Locally".

Primary Science Project Exhibition (PSPE) - nurturing future science literate citizens

Winnie Wing Mui SO (The Hong Kong Institute of Education)

The recent Fukushima nuclear accident has left many people worried sick about radioactive Iodine-131, but why would students say that Iodine is a detective? There are many other questions in our daily life, such as…Why would Milk breakup with Lemon? Why would Toothpaste be convicted for the murder of Fruit? Why? Why? Why? You could find the answers to these questions and more at the Primary Science Projects Exhibition (PSPE), which has been organized in Hong Kong for 14 years with the vision of nurturing future science literate citizens.

In line with the "International Year of Chemistry 2011" as proclaimed by UNESCO, the theme of PSPE2011 was "Living in Chemistry". The students expressed creativity in their curiosity regarding chemistry at home, in our food and in the environment. Together with careful observation, they all put into practice the spirit of science inquiry learning.

A student sharing her team's investigation project with Kenneth Chen Wei On, JP (Under Secretary for Education in Hong Kong) and Dr Winnie SO (the event convenor) at PSPE2010

Students sharing their investigation project with Kenneth Chen Wei On, JP (Under Secretary for Education in Hong Kong) in 2010

PSPE2011 was co-organised by the Department of Science and Environmental Studies of the Hong Kong Institute of Education, the Hong Kong Science Museum, the Education Bureau, Hong Kong Education City Limited, the Hong Kong Association for Science and Mathematics Education, and the Chief Executive's Award for Teaching Excellence Teachers Association. There were 149 participating teams, totaling over a thousand primary four to six students, including not only those from Hong Kong, but also those from neighbouring cities such as GuangZhou, DongGuan, ZhongShan, ShenZhen and Macau.

The exhibition has been a platform during which the students tried their very best to demonstrate to the general public how they used scientific knowledge and methods – for example, by quoting references to scientific theories and concepts, or by proposing plans and hypotheses – to investigate objects or phenomena in daily life. Through different tests and experiments, the students tried to find out and explain for themselves the reasons for such phenomena, or to suggest improvements or solutions to problems encountered in everyday life.

The event has been well received by school principals, teachers and parents as a platform for the sharing of inquiry project work among primary pupils. Its popularity can be seen from the fact that over a hundred teams consisting of a thousand primary school students from schools both in the local area and in the Pearl Delta Region are attracted to participate in the annual exhibition every year. It is hoped that this meaningful event can be extended to other Asia-Pacific countries, as well as to other parts of the world.

Students writing invisible words using special ink at PSPE2011

Students listening to the event MCs kicking off the 2011 event

You would want to have this DIY heater when you are eating a cool meal box – a demonstration in 2011

"Tell me and I forget. Show me and I remember. Involve me and I understand." Chinese proverb.

Preparing teachers for teaching of ideas about science

Benny Hin Wai YUNG (The University of Hong Kong)

Understanding scientific inquiry (SI), nature of science (NOS), and the interconnection between science, technology, society and environment (STSE) have become prominent objectives of science curricula worldwide. The same curricular emphases are also evident in all science subjects in the New Senior Secondary (NSS) curriculum in Hong Kong. In response to this, science educators at the University of Hong Kong have been putting in efforts in the last few years to help teachers meet the new challenges imposed on them.

The first project entitled *Enhancing senior secondary students' understanding of nature of science and the interconnection between science, technology, society and environment through innovative teaching and learning activities* was a 24-month project led by Dr. Alice Wong. It was completed in September 2007. Twelve sets of curriculum resources for teaching NOS and STSE were developed and trial run by teachers participating in the project. The teaching resources can be accessed through the website: http://learningscience.edu.hku.hk/index.html

A year later, another 24-month project entitled *Preparing teachers for teaching ideas about science (IabS) in the New Senior Science Curriculum – A dual approach* was launched. This time the focus was more on the pedagogical side, aiming at improving teachers' pedagogical skills that are necessary for the kinds of teaching envisioned in the new curriculum. In the first approach led by Dr. Benny Yung, more than 20 biology teachers formed themselves into three study groups to engage in video-based lesson studies. In a similar way, Dr. Alice Wong led the second approach – a school-based approach – where science and liberal studies teachers from each of the three participating schools worked together to plan, teach and videotape their lessons, which were than analyzed collaboratively.

Towards the end of the project, teachers from different study groups came together and reviewed their lesson videos again, but this time using a thematic approach. In brief, the selected videos were grouped and organized into seven themes: (1) introducing students to I*ab*S, (2) probing and making use of students' prior ideas in teaching I*ab*S, (3) developing students' understanding of I*ab*S, (4) consolidating students' understanding of I*ab*S, (5) assessing students' understanding of I*ab*S, (6) teaching I*ab*S beyond the knowledge domain, and (7) critical incidents in the teaching of I*ab*S.

To facilitate analysis and discussion of the videos, the teachers were guided by an analytic framework of effective I*ab*S instruction comprising five dimensions, namely, (1) teachers' knowledge and understanding of I*ab*S, (2) teachers' conceptions of their own role, (3) teachers' use of discourse, (4) teachers' conception of learning goals, and (5) the nature of classroom activities. Th teachers reported that organizing the videos in themes and reviewing them through an analytic lens had rendered the comparison of the videos more meaningful, and enabled them to discern the subtle differences in instructional practices which they might not have noticed otherwise.

Capitalizing on the teachers' learning experiences and their positive feedback on the thematic approach of reviewing and discussing lesson videos, six DVDs were produced in a similar format and distributed to all secondary schools in Hong Kong. A web-based version of the DVDs can also be accessed through the website: http://web.edu.hku.hk/knowledge/projects/science/qef_2010/

We would like to make use of this opportunity to acknowledge our heroes, the teacher participants in our projects, for their courage in not only trying out different kinds of teaching of which they had little or no experience, but also allowing their lessons to be videotaped and viewed publicly on the Internet. Leaving aside their great performances in the lessons, the very act of opening up their classrooms for sharing and contributing to the professional development of fellow teachers is a further exemplary practice.

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

Mid-summer night reflection of a doctoral student from Mainland China studying science education at the Hong Kong Institute of Education

Qun XIE (The Hong Kong Institute of Education)

English and essay writing are the two most frightening things in my life. They were like a big stone in my heart until I came to Hong Kong. Studying in Hong Kong is the biggest joke in my life for English writing is compulsory.

Although I could understand the meaning of each English word in lectures, I could not catch the meaning of a whole sentence, not to mention the humour of the lecturers, so all I could do was to pretend to laugh along with my coursemates in class. I felt extremely anxious. I had no idea how to start my assignments, while it seemed so easy for others. I was so afraid of being failed. Meanwhile, I heard that if a student's English ability was not up to scratch, he/she would be forced to drop out. I felt that I was at the edge of an overhanging cliff. I didn't know where to go. I had become the 'legendary bad student'.

I told myself that there was no other way. I could not run away. All I could do was to humbly ask for help. My roommate was studying as an English major and was two years younger than I. Whenever I finished an assignment, I waited, trembling, for the right time to ask for her advice. I also emailed my work to my tutor for advice. Receiving tons of corrections afterward was another nightmare. I thought, anyone walking past me at that time could read the word 'stress' written on my face. Although my roommate was younger than I, she was tolerant and positive. These characteristics influenced me to work harder instead of merely being anxious. Meanwhile, I had met teachers who have influenced and helped me a lot.

The first assignment of the module 'Science Teacher Professional Development' was to develop an overview of the professional development of science teachers. Although I did not do well in this assignment, I learnt a lot during the process. Using four cases without analysis or discussion, I handed in the assignment that was full of mistakes at spring festival. I did not and even did not know how to put my heart into it. In March, on the way to Nanjing, Dr So casually told me, 'Your assignment does not look good.' I was trembling and filled with fear. Through Skype, I talked to Professor Cheng, who was in the UK, about my assignment, at 6am. I was so nervous. I could imagine that any tutor would have collapsed after receiving this kind of assignment. However, she did not give up on my terrible assignment or on me. She helped me to revise it little by little. There was no more reason for me to give up. I had no excuse. This assignment took me a whole year to get done. In the end, although it was still not very good, I learnt a lot through this experience.

Another reward came from an assignment on overviewing proof in science education. It was my last assignment of course work. I did an hour-long presentation to Dr So on a literature review of four science education journals concerning the research development of the captioned topic. After the presentation, Dr So commented that my presentation was good. I was so shocked and surprised. Right after, I called my family and master supervisor to tell them this good news in tears, tears of happiness.

Teachers' scholarship and role modeling have always influenced me. If I have made some improvement, it was because of my teachers' persistence in helping me. I thought, if it were other teachers, they would probably have given up on me. However, they have been continuously helping me and have kept polishing and revising my poor assignments.

Two things have been driving me to keep learning. One driving force is the power of teachers' role modelling. Although I can never be as excellent as they are, they are always my model to work hard to become like them. Another driving force is the reward of learning. It is like being in love. One can only feel happiness after giving the same amount of love. Whenever I have read an article seriously, I feel fulfilled, happy and even noble because I am able to communicate with the outstanding scholars through their work. Whenever I enter the library, I embrace a sense of pride and respectability. It will probably soon be my last days on campus as a student. Yet, I like this kind of feeling and will definitely miss these days.

Indeed, I had been teaching this related profession for more than ten years in the mainland before I came to Hong Kong. After I came here, I started to realise that I only had such superficial knowledge of science education and needed to learn so much more. Compared to the teachers I met here, I feel that I might have misled my prior students. When theories were merely a doctrine without practice to me, how could my students accept and practice any new theories? Because of that, I particularly treasure the learning opportunities I am now having in Hong Kong.

Perhaps, I am affected by the previous assignments and related working experience. I want to focus on science teacher professional development as my future research direction. I can't wait to pass on my learnt knowledge to my future students. I also want to apologise to my prior students. Looking around the world, the development of science education has been improving and advancing gradually. Science education in the mainland, in contrast, is falling behind and is inadequate. I really hope that I could contribute to science education in the mainland through the insignificant effort that I could make.

It is half way through my course now. I still have a fatal weakness of not being single-minded in my study. I often loosen up from time to time while studying. I have hardly made any improvement in this area. Moreover, I am still far from adequate in English writing and professional knowledge. I need to work really hard to overcome this obstacle. My study life in Hong Kong is difficult and toilsome. Nevertheless, it is a painful but happy experience.

The Hong Kong Institute of Education campus on a mid-summer day

ROSE study of students' interest of science learning in three cities of China

Yau Yuen YEUNG (The Hong Kong Institute of Education) & May May Hung CHENG (University of Oxford, UK)

Based on the international research project "Relevance Of Science Education" (ROSE) which was launched in 2003 to study students' attitudes towards science in more than 40 countries, the science educators from the Department of Science and Environmental Studies at the Hong Kong Institute of Education have for the first time been able to collect data from Chinese learners in China. In 2007, a Chinese version of the ROSE instrument, which was appended with certain localized or Chinese-culture related questions to probe the students' socio-economic background, was administered in eight secondary schools in each of three Chinese cities, namely Hong Kong, Guangzhou and Shanghai, obtaining a total of 2,426 valid questionnaires from 70 classes of students, plus 251 student interview records. Using the partial credit Rasch model, it is found that topics like "C10. Unsolved mysteries in outer space", "C13. Why we dream while we are sleeping, and what the dreams may mean", "C8. The possibility of life outside earth", "A34. How it feels to be weightless in space", and "E10. How to perform first-aid and use basic medical equipment" are most interesting to those Chinese students. However, topics like "E33. Benefits and possible hazards of modern methods of farming", "C2. Optical instruments and how they work (telescope, camera, microscope, etc.)", "A17. Atoms and molecules", "A47. How petrol and diesel engines work", and "E1. Symmetries and patterns in leaves and flowers" are of the least interest to them.

Using the principal component analysis of the SPSS software for data reduction, 24 key factors are yielded for 160 items in this ROSE questionnaire instrument, and 11 of them are about what the students want to learn. Weighted with the corresponding factor loading, factor scores (in logit scale of the Rasch model) are obtained in Table 1 to indicate the difficulty of endorsing the questionnaire statement that "I want to learn about" the particular category of science topics.

After the pilot study, we are funded by the Hong Kong Research Grants Council to conduct the full-scale study in Shanghai and Hong Kong with around 2,500 students (in 25 to 29 schools) surveyed in each city. Confirmatory factor analysis is being employed to compare the findings between the 2 cities on (a) students' level of interest in various science topics, (b) their views on science & technology, (c) their out-of-school experience in science & technology and (d) their career orientation vs (i) gender, (ii) socioeconomic factors and (iii) banding of their schools etc. The qualitative results from the interviews of about 10% of surveyed students will be analyzed for providing plausible explanations for the similarities and differences in the aforementioned aspects of comparison.

Factor No.	Factor description - Want to learn about	Factor score (Logit)	Endorsability
5	outer space	-0.520	Easiest
4	diseases and medical treatment	-0.224	
17	health care	-0.104	
14	animals and plants	-0.060	
7	the history and philosophy of science	0.004	
6	energy and the environment	0.086	
15	wonderful phenomena	0.119	
16	the Earth	0.173	
9	electronic appliances	0.225	
3	chemical and radioactive substances	0.258	
12	human biology	0.262	Most difficult

Table 1: Categories of science topics (students want to learn about) as grouped by the factor analysis and the factor scores (in logit scale) for measuring the ease/difficulty of endorsability.

Conferences in the World

Urban Science Education Leadership (USEL) Academy 2011
Jun. 27-Jul.1, 2011 @Baltimore, Maryland
http://www.nsta.org/conferences/2011/uselacademy.aspx?lid=tnav

42nd Annual ASERA Conference
Jun. 29 - Jul. 2, 2011 @University of South Australia, Adelaide SA, Australia
http://www.asera.org.au/index.php/annualconf/2011-annual-conference

11th International IHPST and 6th Greek History, Philosophy and Science Teaching Joint Conference
Jul. 1-5, 2011 @Thessaloniki, Greece
http://ihpst2011.eled.auth.gr/

The 18th International Conference on Learning: Learning Conference
2011 Jul. 5-8,2011 @ University of Mauritius, Mauritius
http://thelearner.com/conference-2011/

Western Conference on Science Education
Jul.6-8, 2011 @Ontario, Canada
http://www.thewesternconference.ca/

National Technicians Conference in association with the NSLC
Jul.7-8, 2011 @National Science Learning Centre, York, UK
http://www.ase.org.uk/conferences/national-technicians-conference-in-association-with-the-nslc/

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

ASP 2011 Conference on Science Education & Public Outreach
Jul.31-Aug.3, 2011 @Baltimore Inner Harbor, ML, USA
http://aas.org/

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

35th JSSE Annual Conference
Aug.23-25, 2011 @Tokyo Institute of Technology,Tokyo.
http://www.jsse.jp/jsseam/modules/note4/

EARLI Conference 2011 (The 14th Biennial Conference of the European Association for Research in Learning and Instruction)
Aug. 30 - Sep. 3, 2011 @Exeter, UK.
http://www.earli2011.org/

ESERA 2011 Conference
Sep 5-9, 2011 @Lyon, France.
http://www.esera2011.fr/

World Conference on New Trends in Science Education (WCNTSE)
Sep. 19-23, 2011 @Kusadasi, Turkey
http://www.wcntse.org/

Science Education at the Crossroads 2011
Sep. 25-27, 2011 @San Antonio, Texas, USA
http://www.sciedxroads.org/

Ireland International Conference on Education
Oct. 3-5, 2011@Dublin, Ireland
http://www.iicedu.org/

Japan association for elementary science education 50th Annual meeting
Oct. 9, 2011 @Japan
http://nisshori.main.jp/wordpress/

2011 Professional Development Conference
Oct. 12-15, 2011 @ Anaheim, CA
http://www.nabt.org/websites/institution/index.php?p=10

2011 California Science Education Conference
Oct. 21-23, 2011 @ Pasadena, CA
http://www.cascience.org/csta/conf_home11.asp

EASE 2011
Oct. 25-29, 2011 @Chosun University, Gwangju, Korea.
http://new.theease.org/conference.php

2011 Area Conference in Hartford
Oct. 27-29 @ Hartford
http://www.nsta.org/conferences/2011har/?lid=tnavhp

London International Conference on Education
Nov. 7-10, 2011 @ London, UK
http://www.liceducation.org/

2011 Area Conference in New Orleans
Nov. 10-12, 2011@New Orleans
http://www.nsta.org/conferences/2011new/?lid=tnav

SSMA 2011 Convention (School Science and Mathematics Association)
Nov. 10-12, 2011@Colorado Springs, CO, USA http://www.ssma.org/

4th International Conference on Science and Mathematics Education
Nov. 15-17, 2011 @Penang, Malaysia
http://www.recsam.edu.my/cosmed/index.html

International Conference on Addressing Student Learning Diversity
Dec. 8-10, 2011 @The Hong Kong Institute of Education, Hong Kong
http://www.ied.edu.hk/hkeraconf/main_e/index.html

2011 Area Conference in Seattle
Dec. 8-10, 2011 @Seattle
http://www.nsta.org/conferences/2011sea/?lid=tnavhp

2011 Taiwan Educational Research Association (TERA) International Conference on Education
Dec. 15-18, 2011 @Kaohsiung, Taiwan
http://www.education.nsysu.edu.tw/TICE2011/

ASE 2012 Annual Conference
Jan. 4-7, 2012 @University of Liverpool, UK
http://www.ase.org.uk/conferences/annual-conference/

ASTE 2012 International Conference
Jan. 4-7, 2012 @Hilton Clearwater Beach Resort,USA
http://theaste.org/meetings/2012conference/index.htm

AAAS Annual Meeting
Feb. 16-20, 2012 Vancouver, Canada
http://www.aaas.org/meetings/

NARST 2012 Annual International Conference
Mar. 25-28, 2012 @Indianapolis, IN, USA
http://www.narst.org/annualconference/2012conference.cfm

NSTA 2012 conference
Mar.29-Apr.1, 2012 @Indianapolis, IN, USA
http://www.nsta.org/conferences/2012ind/?lid=tnav

Canada International Conference on Education
Apr.24-26, 2012 @ Toronto, Canada
http://www.ciceducation.org/

New Books on Science Education

Science Education in International Contexts (Sense Publishers)
Feb. 2011 @May M.H. Cheng and Winnie W.M. So.

Democratic Science Teaching - Building the Expertise to Empower Low-Income Minority Youth in Science (Sense Publishers)
Mar. 2011 @Sreyashi Jhumki Basu, Angela Calabrese Barton and Edna Tan

Models and Modeling in Science Education - Models and Modeling (Springer)
Mar. 2011 @Khine, Myint Swe; Saleh, Issa M. (Eds.)

Pacific Crystal Centre for Science, Mathematics, and Technology Literacy: Lessons Learned (Sense Publishers)
Mar. 2011 @Larry D. Yore, Eileen Van der Flier-Keller, David W. Blades, Timothy W. Pelton and David B. Zandvliet

Scientific & Mathematical bodies – The Interface of Culture and Mind (Sense Publishers)
Mar. 2011 @SungWon Hwang and Wolff-Michael Roth

The Continuum of Secondary Science Teacher Preparation - Knowledge, questions, and research recommendations (Sense Publishers)
Apr. 2011 @Angelo Collins and Nicole Gillespie

The Invention of Science - Why History of Science Matters for the Classroom (Sense Publishers)
Apr. 2011 @Catherine Milne

Origami 5 - Fifth International Meeting of Origami Science, Mathematics, and Education (Routledge)
Jun. 2011 @Patsy Wang-Iverson, Robert J. Lang, Mark YIM

Classics in Science Education – Passibility (Springer)
Sep. 2011 @Roth, Wolff-Michael

Doing Science (RLE Edu O) - Images of Science in Science Education (Routledge)
Dec. 2011 @Robin Millar

Contributers to this Issue

May Hung May CHENG (United Kingdom), Winnie Wing Mui SO (Hong Kong), Qun XIE (Hong Kong), Yau Yuen YEUNG (Hong Kong), Benny Hin Wai YUNG (Hong Kong)

"A good teacher is better than a spectacular teacher. Otherwise the teacher outshines the teachings." A Teaching of Tao.

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 EASE Website http://theease.org/

Don't hesitate to contact me for further information. *Young-Shin Park (Chosun University, Korea, (EASEheadquarter@gmail.com)*