93RD ANNUAL INTERNATIONAL CONFERENCE
SCIENCE EDUCATION ACROSS PLACES AND CONTEXTS
SCHOOL · COMMUNITY · CITIZENSHIP
MARCH 15–18
PORTLAND, OR, USA
Portland Marriott Downtown Waterfront
NEW

The Educational Leader's Guide to Improvement Science
Data, Design and Cases for Reflection
Edited by Robert Crow, Brandi Nicole Hinnant-Crawford, and Dean T. Spaulding

The Educational Leader’s Guide to Improvement Science is a collection illustrating applied organizational problem-solving using methods of improvement science in educational leadership. This text concentrates on the elements faculty, students, and administrators need, and specific models where improvement science frameworks enhance the reliability and validity of improvement or quality enhancement efforts.

Improvement Science in Education and Beyond Series
Paper $42.95 | E-Book $42.95

FORTHCOMING TEXT

Improvement Science in Education
A Primer
Brandi Nicole Hinnant-Crawford

This Primer is specifically designed to introduce improvement science to educational audiences. Originally employed in such fields as engineering and health care, it has proven to be a very effective process for improving schools.

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2020

MARCH 15–18

PORTLAND, OR, USA

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A global organization for improving science education through research

SCIENCE EDUCATION ACROSS PLACES AND CONTEXTS

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ACKNOWLEDGMENTS

The following members of the Program Committee helped in preparing and editing the 2020 NARST Annual International Conference Program Book.

**Tali Tal**, President and Program Committee Co-Chair

**Eileen Carlton Parsons**, President-Elect and Program Committee Co-Chair

**Helen Schneider Lemay**
Executive Director

**Paul Kemp**
Conference Program and Data Coordinator

**Tara M. Reddy**
NARST Association Manager
Please note that this program is subject to change.

Check the addendum posted at the meeting and on the website for updates and any presentations that have been withdrawn after the program has been published.
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FLOOR PLAN

LOBBY LEVEL

LOWER LEVEL

EXHIBIT HALL

Exhibit Hall Foyer
2,000 sq. ft.

Exhibit Hall
15,550 sq. ft.

Portland Marriott Downtown Waterfront
Portland, OR, USA
MARCH 15–18
FLOOR PLAN

THIRD FLOOR

SECOND FLOOR
Information about NARST

The National Association for Research in Science Teaching (NARST) was founded in 1928 for the purpose of promoting research in science education at all educational levels and disseminating the findings of this research in such ways as to improve science teaching and learning.

The Association is incorporated as a non-profit corporation in the State of Minnesota. The official publication is the Journal of Research in Science Teaching (JRST). NARST encourages presentations of a wide variety of investigations in all aspects of science education, including action, historical, philosophical, ethnographic, experimental, and evaluative research studies. Reports of empirical research, critical reviews, and theoretical works are encouraged. In October 2010, to reflect the Association’s growing international focus and membership, the Board approved referring to the Association by its acronym only. At the April 2011 Board Meeting, the tagline for the Association was approved by the Board. Thus, the Association’s name and tagline is:

NARST—A worldwide organization for improving science teaching and learning through research.

Research areas of interest to NARST members include curriculum development and organization, assessment and evaluation, learning theory, teacher education, programs for exceptional students (special needs and talents), equity studies, policy, and methods of teaching.

NARST Mission Statement

NARST is a worldwide organization of professionals committed to the improvement of science teaching and learning through research. Since its inception in 1928, NARST has promoted research in science education and the communication of knowledge generated by the research.

The ultimate goal of NARST is to help all learners achieve science literacy. NARST promotes this goal by:

1) encouraging and supporting the application of diverse research methods and theoretical perspectives from multiple disciplines to the investigation of teaching and learning in science;

2) communicating science education research findings to researchers, practitioners, and policy makers; and

3) cooperating with other educational and scientific societies to influence educational policies.

To learn more about NARST you may visit the Association’s website at http://narst.org.

Member Benefit

Ten issues of the Journal of Research in Science Teaching (JRST) are published each volume year. JRST has been ranked as one of the highest quality educational journals according to studies published by War, Holland and Schramm (American Educational Research Journal) and Guba and Clark (Educational Researcher) for the American Educational Research Association (AERA). These authors identified JRST as clearly the top research journal in science education.

Website and Listserv, allowing access to further information about the Association. You may access this site at: http://www.narst.org. There is further information about subscribing to the listserv on this site.
GENERAL INFORMATION

NARST Code of Ethical Conduct
(Revised: 20 September 2018)

The purpose of the National Association of Research in Science Teaching (NARST) Code of Ethical Conduct is to articulate a set of aspirational principles to guide and support members as they engage in professional activities—research, teaching, and service. NARST members are science education professionals who include researchers, practitioners, and graduate students from various cultures worldwide. These aspirational principles align with and support the mission of the organization to help all members achieve, develop, and contribute meaningfully to the improvement of science teaching and learning through research. NARST expects its members to adhere to the highest ethical standards. The Code of Ethical Conduct serves as a guide to the everyday professional conduct of science educators. Unfamiliarity with NARST’s Code of Ethical Conduct is not a valid defense for engaging in or failing to challenge observed unethical behavior. We accomplish this through our Code of Ethical Conduct where there is:

A. Professional Competence
Science education professionals strive to maintain the highest levels of competence in their work; they recognize the limitations of their expertise; and they undertake only those tasks for which they are qualified by education, training, or experience. They recognize the need for ongoing education in order to remain professionally competent; and they utilize the appropriate scientific, scholarly, professional, technical, and administrative resources needed to ensure honesty and integrity. Science education professionals conduct research, teach, practice, and provide service only within the boundaries of their competence, based on their education, training, supervised experience, or appropriate professional experience. They consult with other professionals when necessary for the benefit of their students, research participants, and clients. They maintain awareness of current scientific, scholarly, and professional information in their fields of activity and undertake continuing efforts to maintain competence in the skills they use. Importantly, professional competence must also include a willingness to accept and integrate new information and experiences, regardless of the effect that process has on research outcomes.

B. Integrity
It is the social responsibility of science education professionals to maintain integrity in all conduct, publications, and forums, and give due credit to the contributions of others. Adhering to this standard means science education professionals do not fabricate, falsify, or plagiarize. Public comments on matters of importance that are relevant to science education must be made with care and accuracy. Adhering to this standard means science education professionals do not use deficit language, deceptive statements concerning research data, or otherwise knowingly make false, misleading or deceptive statements in practicing and presenting research. Comment and debate within the bounds of collegiality and professionalism that keep the organization moving forward and current with emergent issues and perspectives are encouraged. Adhering to this standard means science education professionals do not use dismissive remarks or gestures, restrict multiple voices, or use derogatory language. In short, science education professionals conduct their professional activities in ways that engender trust and confidence.

C. Professional and Scholarly Responsibility in Science Teaching, Learning, and Research
Science education professionals have a responsibility to use research practice and policy to advance NARST members’ understanding of the teaching and learning of science in all learning contexts—formal, informal, local, and global—through research, practice, and policy. They adhere to the highest scholarly and professional standards within their field of expertise and accept responsibility for adherence to those standards. Science education professionals should regard the tutelage of graduate students and early career faculty as a trust conferred by the organization for which they work, as well as NARST, for the promotion of these individuals’ learning and professional development.
Science education professionals understand that they form a community and show respect for other science education professionals even when they disagree on theoretical, methodological, or personal approaches to professional activities. In activities involving marginalized populations, it is essential that responsible science education professionals seek out the voices and experiences of members of these groups and treat them as critical to their scholarship. While always endeavoring to be collegial, science education professionals must never let the desire to be collegial outweigh their shared responsibility for ethical behavior. When appropriate, they consult with colleagues, NARST’s Equity and Ethics Committee, or organizational entities such as their institutional review board in order to prevent, avoid, or challenge unethical conduct.

D. Respect for People’s Rights, Dignity, and Diversity

Science education professionals respect the rights, dignity, and worth of all people in their professional activities. They treat other professionals, students, research participants, and members of the organization fairly, respectfully, and without exploitation or harassment. Science education professionals acknowledge the rights of others to hold values, attitudes, and opinions that differ from their own and take reasonable steps to avoid harm to others in the conduct of their work. They learn with others, share ideas honestly, give credit for others’ contributions, and encourage others to contribute their unique skills, knowledge, and interests in professional environments. Science education professionals are sensitive to cultural, individual, and role differences in teaching, studying, and providing service to groups of people with distinctive characteristics, as well as the power differential that might result from such differences. Science education professionals carefully avoid discrimination and bias toward individuals and groups based on race, gender, age, religion, ethnicity, nationality, sexual orientation, gender expression, gender identity, presence of disabilities, educational background, socioeconomic status, or other personal attributes. They refrain from making biased assumptions about others and perpetuating demeaning attitudes and stereotypes. Science education professionals do not accept any forms of discrimination and actively challenge implicit and explicit forms of discrimination.

E. Social responsibility

Science education professionals are aware of their scientific and professional responsibility to the communities and societies in which they live. This awareness extends to their involvement and service to an increasingly diverse and international NARST community. NARST members are guided by the values and standards that reflect the professional literature. They strive to promote equity and the public good by advancing scientific and scholarly knowledge. Science education professionals are aware of the differences in society and culture that impact scholarly knowledge and academic work. They value and embrace the public trust in research and teaching and are concerned about their ethical behavior and the behavior of other science education professionals that might compromise that trust. Science education professionals should reasonably expect of themselves and others to be guided by a code of ethics that supports efforts to resolve ethical dilemmas.

References


Explanation of Program Session Formats

Paper Sessions Organized by the Program Committee
In a paper session, the presider introduces the presenters and monitors the time used for each presentation. All papers will be allotted 15 minutes for presentation, followed by approximately 5 minutes of questions or discussion. The presider and audience will use any time remaining in the session for additional discussion, general review, and suggestions for further research. Each presenter is expected to have a manuscript for distribution to attendees. The manuscript may be available either via hard copy distribution at the session or via electronic access provided by the author.

Symposium
A symposium involves a panel of experts or stakeholders who examine a specific theme or issue. This format does not involve the presentation of individual papers. Therefore, individual papers and authors will not be listed under this format. Rather, the participants are listed as panel members. The proposer controls presentations, discussion, and questioning with the assistance of the presider or discussant (if designated). Discussion should promote the expression of similar or alternative viewpoints and theoretical positions. The proposer of the symposium is expected to disseminate a paper or a summary with references either via hard copy distribution at the session or via electronic access provided by the author.

Related Paper Set
This category accommodates, in a single session, three to five related research papers reporting several studies that originate from a common base of research. This format also allows for common elements of design or approach to be presented once rather than repetitively. The proposer and authors may determine the specifics of the session once it is accepted. For instance, those involved may opt for a formal presentation style or they may conduct their session in a more informal, discussion-oriented style. Each presenter is expected to have a manuscript for distribution to attendees. The manuscript may be available either via hard copy distribution at the session or via electronic access provided by the author.

Poster Session
This format offers presenters the opportunity to display their work graphically on a poster display board. The poster display is 4 ft. wide x 8 ft. long (48 inches x 96 inches) – horizontal orientation.

PLEASE NOTE: We are no longer using the tri-fold boards. Each presenter must set up their poster display prior to the start of the Poster Session and then remove it at the end of the Poster Session. Each presenter is expected to have a manuscript for distribution to attendees. The manuscript may be available either via hard copy distribution at the session or via electronic access provided by the author.

Roundtable Session
Roundtable sessions allow maximum interaction among presenters and attendees. Papers accepted for a roundtable session will be grouped into tables with three papers per table, clustered around shared interests. Each roundtable session will be scheduled for a 60-minute time slot, with each presenter presenting for 12-15 min and the rest dedicated for discussion. We ask that the presenters at each table share the time equally. Presenters wishing to display information may do so from their own laptop computer screens. If you plan to use a laptop, please be sure the battery is charged, as a power source will not be provided. Alternatively, presenters can share printed materials.

Guidelines for Meeting Presenters
— Go to the designated room at least 10 minutes early.
— Greet the presider/discussant.
— NARST provides the LCD and screen in each presentation room. NARST does not provide computers, speakers, microphones, pointers, or other audio/visual equipment. You must have your own computer or you may put your file on a USB flash drive in advance, in case you will be using another presenter’s computer for your presentation.
— Check your understanding of the LCD projector and any other audio/visual equipment prior to the session.
Guidelines for Presiders and Discussants

We have accommodated most sessions with a presider, whose role is detailed below. For sessions without presiders, we are counting on the presenters to set aside time for discussion so that the audience participants can contribute to a discussion of the papers.

The role of the Presider includes:
— Arrive early at designated room and arrange furniture as per desires of presenters.
— Check and focus LCD projector.
— Check pronunciations of the names of the presenter and their institutions.
— With presenters, make a time plan, retaining the order of presenters in the program.
— Start session promptly.
— Introduce presenters and serve as time-keeper. Alert presenters when they have 5-, 3-, and 1-minute remaining. It is important to end each presentation within the agreed allocated time to ensure fairness to all presenters and in order to end the session on time. One suggestion that may be followed is if someone begins to exceed their allotted time, then it is appropriate to stand up and politely announce to the audience that you invite further discussion directly with the author(s) at the conclusion of the entire session.
— Facilitate discussion, assuring equitable involvement of audience members. Close session on time.

The role of the Discussant includes:
— Read papers before the session and have remarks prepared ahead of time.
— Perform presider duties as detailed above, if there is only a discussant for the session.
— After the presentation, make brief and cogent remarks on each paper with suggestions for future research.

Strand Key

STRAND 1 – Science Learning: Development of Student Understanding
STRAND 2 – Science Learning: Contexts, Characteristics, and Interactions
STRAND 3 – Science Teaching – Primary School (Grades PreK-6): Characteristics and Strategies
STRAND 4 – Science Teaching – Middle and High School (Grades 5-12): Characteristics and Strategies
STRAND 5 – College Science Teaching and Learning (Grades 13-20)
STRAND 6 – Science Learning in Informal Contexts
STRAND 7 – Pre-service Science Teacher Education
STRAND 8 – In-service Science Teacher Education
STRAND 9 – Reflective Practice
STRAND 10 – Curriculum, Evaluation, and Assessment
STRAND 11 – Cultural, Social, and Gender Issues
STRAND 12 – Educational Technology
STRAND 13 – History, Philosophy, and Sociology of Science
STRAND 14 – Environmental Education
STRAND 15 – Policy

A Special Thanks to our Sponsors and Exhibitors

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We acknowledge Wiley-Blackwell and their work as publisher of the Journal of Research in Science Teaching – JRST
2021 NARST Annual International Conference

The Program Chair invites NARST members and others to participate in the 2021 NARST Annual International Conference and contribute to the 2021 conference by submitting program proposals.

Venue: Hilton Orlando Hotel, Orlando, FL
Dates: April 7-10, 2021
Theme: Science Education, a Public Good for the Good of the Public? Research to Empower, Evoke, and Revolutionize

Science Education, a public good for the good of the public? Research to empower, evoke, and revolutionize is a fitting call for this era of drastic change (e.g., population shifts, prominence of technology, disappearing economies) and daunting challenges (e.g., increased frequency of life-impacting natural and human-inspired disasters). It is a charge to conduct science education research for a socially just world.

A critical look at outcomes reveals a socially unjust world resistant to transformation. Throughout time, science education has been a public good of great value, but only and fully accessible to those society regarded as worthy. For example, in some countries, agencies identified individuals early in their development and tracked them into educational experiences for a life in the sciences with all its privileges (e.g. esteemed status, monetary benefits). In the United States (U.S.), science education for much of its existence was overtly reserved for whites, especially those of economic means. It was a vehicle to develop intellectual disciplines to solve real-world problems, competencies to ensure privileged positions in society for its participants. A version less valued by society, designed to hone vocational skills and socialize for subservient roles, was later expanded to include the poor and provided in scarcely resourced segregated settings for those classified as non-white.

For instance, whites exceed their representation in the U.S. general population in science education of high currency (e.g., AP courses, science majors) and in heavily resourced settings where high-quality science education is provided from preschool to postsecondary. When viewed from a systems and group perspective, who gets access to which opportunities has remained mostly unaltered across time.

Substantial progress towards a socially just world in which science education is a public good for the good of the public—a public inclusive of all desiring to partake—is elusive. A call for research to empower, evoke, and revolutionize may be heretical to those who believe western science, one foundation of science education, is a universal, objective body of knowledge immune to the frailties of humans who construct it and the sociopolitical contexts in which it is constructed. It may be unsettling for others who see science education strictly through an individual rather than group and complex systems lens and it may be disconcerting to those who adhere to presentism, an ahistorical view that exclusively attributes current conditions to the here and now. Receptive or not, the drastic changes and daunting challenges at this time demand all hands on deck and warrant an equity- and equality-oriented criticality—an intentional, exacting examination to deconstruct and disrupt the status quo privileging a few in pursuit of a socially just world for the many. The time for research to empower (envision beyond the existing boundaries), evoke (think and act boldly in times of ease and turmoil), and revolutionize (abandon the idea good intentions are enough and institute change to achieve equitable and equal outcomes) is now. It is this kind of research the 2021 conference aims to inspire.

Submission Deadline:
The Program Chair or designate must receive your program proposals for the 2021 Annual International Conference by August 15, 2020. This deadline allows sufficient time for processing, reviewing, and evaluating the many submitted proposals in a fair manner. By early July 2020, the call for program proposals will appear on the NARST website.

Conference Chair: Eileen Carlton Parsons
President-Elect
Science Education, a Public Good for the Good of the Public?
Research to *Empower, Evoke*, and *Revolutionize*

Future Meeting Dates for NARST, NSTA, and AERA

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Dates</th>
<th>Location</th>
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<tbody>
<tr>
<td>2020</td>
<td>NSTA</td>
<td>April 2–5</td>
<td>Boston, MA</td>
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<tr>
<td></td>
<td>AERA</td>
<td>April 17–21</td>
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<tr>
<td>2021</td>
<td>NARST</td>
<td>April 7–10</td>
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<td></td>
<td>NSTA</td>
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<td>AERA</td>
<td>April 9–12</td>
<td>Orlando, FL</td>
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April 7–10, 2021
Hilton Orlando Hotel
Orlando, Florida
THURSDAY, APRIL 2

NARST-SPONSORED SESSION:  
Latent Expectancy-Value-Cost Motivation Study of Black/African American Grade 5 Students  
8:00 AM – 9:00 AM  
Room: Flagship A, Seaport Hotel  
Discussion centers on what affects student motivation (and a survey to help determine this). Review a study of expectancy-value-cost motivation categories of 860 Black/African American fifth grade students in an urban school district.  
Speaker: David McKinney  
Issac Newton Middle School  
Session Topic: General Science Education  
Session Type: Presentation

FRIDAY, APRIL 3

NARST-SPONSORED SESSION:  
Exploring the Potential of Teacher Leadership to Drive STEM Programming in Public Schools  
9:30 AM – 10:30 AM  
Room: Flagship A, Seaport Hotel  
Discuss findings from a research project on the development of STEM programming in schools. Recommendations are provided for approaches to developing STEM programming through teacher leadership initiatives.  
Speakers: Gillian Roehrig  
Professor  
STEM Education Center  
Elizabeth Crotty  
STEM Education Center  
Session Topic: General Science Education  
Session Type: Presentation
GENERAL INFORMATION

NARST Sponsored Sessions at NSTA Conferences 2020 (con’t)

NARST-SPONSORED SESSION:
Science Across the Spectrum—Including Students with Autism and Intellectual/Developmental Disabilities
12:30 PM – 1:30 PM
Room: Flagship A, Seaport Hotel

Using an original research study, strategies will be shared that guide participants on any modifications that may be needed based on their individual classroom and teaching needs. As the interventions presented will be specific to students with ASD and IDD, few modifications or accommodations should be needed.

Speakers: Jiwon Hwang
California State University Bakersfield
Jonté Taylor
Assistant Professor, Penn State

Session Topic: General Science Education
Session Type: Presentation

NARST-SPONSORED SESSION:
Teaching STEM Through an Interdisciplinary Approach: An Example of Water Quality and Physical Mix Separation Methods
2:00 PM – 3:00 PM
Room: Flagship A, Seaport Hotel

Take part in the development of the water quality research activity, enabling you to understand how to connect official curriculum standards with a teaching approach that is highly relevant to science education. Discover how to use a research-based teaching model in an eminently practical and interactive way.

Speakers: Norman Lederman
Professor
Illinois Institute of Technology
Radu Bogdan Toma

Session Topic: Physical Science
Session Type: Hands-On Workshop

SATURDAY, APRIL 4

NARST-SPONSORED SESSION:
Clarifying the Role(s) of the Crosscutting Concepts in Science and Engineering Learning
8:00 AM – 9:00 AM
Room: Flagship A, Seaport Hotel

Review outcomes of a 2.5-day NSF-funded workshop held in December 2018 focused on clarifying the roles the crosscutting concepts play in supporting science learning. We will share potential theories-of-action describing how CCCs support science learning and priorities for future research.

Speakers: Jeff Nordine
Deputy Head of Department Physics Education
Leibniz Institute for Science and Mathematics Education
Sarah Fick
Research Assistant Professor of Science Education
University of Virginia

Session Topic: Engineering-Technology-and the Application of Science
Session Type: Presentation

NARST-SPONSORED SESSION:
Culturally Relevant Virtual Reality (VR) Learning: Bridging Cultures, Content, and Contexts
9:30 AM – 10:30 AM
Room: Flagship A, Seaport Hotel

Review findings from a two-year-long study on the role of culturally relevant virtual reality (VR) science curriculum in teaching and learning. We will cover how the images and videos can be used to introduce students to science within
their local contexts—how sounds and images can offer real-world connectivity—and how students’ experiences using VR improved recall as specific images and sounds triggered their prior knowledge.

**Speakers:**
- Bryan Brown  
  Stanford University
- Phillip Boda  
  Graduate Student  
  Teachers College, Columbia University
- Matthew Wilsey  
  Stanford University
- Greses Jöhnk  
  Stanford University
- Kathryn Ribay  
  Stanford University

**Session Topic:** Engineering-Technology-and the Application of Science

**Session Type:** Presentation

**Track:** Learning Science in All Spaces and Places: Near and Far

---

NARST-SPONSORED SESSION:
**Planning Ambitious Science Lessons, Analyzing and Adapting Curriculum Materials to Better Support Three-Dimensional Teaching and Learning**

11:00 AM – 12:00 PM

**Room:** Flagship A, Seaport Hotel

Review findings from a research study related to some of the challenges elementary preservice teachers experienced as they adapted published science curriculum materials in order to support students’ engagement in ambitious three-dimensional science learning.

**Speaker:** Carrie-Anne Sherwood  
Assistant Professor of Science Education  
Southern Connecticut State University

**Session Topic:** General Science Education

**Session Type:** Presentation

---

NARST-SPONSORED SESSION:
**Yes! Fourth Graders Can Develop and Use a Scientific Model of Energy**

12:30 PM - 1:30 PM

**Room:** Flagship A, Seaport Hotel

The practice of creating and using models is arguably the central activity of science, but teachers tell us it can be among the most challenging to implement in the classroom. Find out how to use “energy cubes” to track the flow of energy—an abstract and invisible quantity—in a simpler model system.

**Speakers:**
- Roger Tobin  
  Tufts University
- Sara Lacy  
  Senior Scientist  
  TERC
- Sally Crissman  
  Senior Scientist  
  TERC
- Nick Haddad  
  Project Director  
  TERC

**Session Topic:** Physical Science

**Session Type:** Hands-On Workshop
GENERAL INFORMATION

NARST Leadership Team 2020-2022

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The University of North Carolina at Chapel Hill

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International Coordinator

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**Michael G. Bowen** (2021)
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NARST Liaison to NSTA

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Georgia Southern University

**Christa Haverly** (2021)
Graduate Student Representative
Michigan State University

**Senay Purzer** (2022)
Purdue University

**Judith S. Lederman** (2020)
Illinois Institute of Technology

**Norman Lederman** (2020)
NSTA Representative

**Femi S. Otulaja** (2020)
University of the Witwatersrand, Johannesburg

**Christian Siry** (2020)
The University of Luxembourg

**JRST Editors:**

**Fouad Abd-El-Khalick** (2020)
The University of North Carolina at Chapel Hill

**Dana L. Zeidler** (2020)
University of South Florida—Tampa Bay

Association Management:

**Tara M. Reddy**
Virtual, Inc.

Website Editor

Paul F. Kemp

2019 – 2020 Strand Coordinators

**STRAND 1: Science Learning: Development of Student Understanding**

(21) **Sarah J. Fick**
University of Virginia

(20) **Calvin Kalman**
Concordia University

**STRAND 2: Science Learning Contexts, Characteristics, and Interactions**

(21) **Julia Plummer**
Pennsylvania State University

(20) **David Owens**
University of Missouri

**STRAND 3: Science Teaching—Primary School**
(Grades preK-6)

(21) **Ryan Nixon**
Brigham Young University

(20) **Carrie-Anne Sherwood**
Southern Connecticut State University

**STRAND 4: Science Teaching—Middle and High School**
(Grades 5-12)

(21) **Neta Shaby**
Ben Gurion, University of the Negev

(20) **Justina Ogodo**
Ohio State University
GENERAL INFORMATION

STRAND 5: College Science Teaching and Learning (Grades 13-20)
(21) Lisa Kenyon
Wright State University
(20) Jana Bouwma-Gearhart
Oregon State University

STRAND 6: Science Learning in Informal Contexts
(21) Anton Puvirajah
University of Western Ontario
(20) Nancy Staas
Oregon State University

STRAND 7: Pre-service Science Teacher Education
(21) Michelle Fleming
Wright State University
(20) Shannon Sung
Concord Consortium

STRAND 8: In-service Science Teacher Education
(21) Nidaa Makki
The University of Akron
(20) Tracy Huziak-Clark
Bowling Green State University

STRAND 9: Reflective Practice
(21) Heather Page
New York University
(20) Pei-Ling Hsu
University of Texas-El Paso

STRAND 10: Curriculum, Evaluation, and Assessment
(21) Elon Langbeheim
The Weizmann Institute of Israel
(20) Hun Jin
Educational Testing Service

STRAND 11: Cultural, Social, and Gender Issues
(21) Cesar Delgado
North Carolina State University
(20) Natalie King
Georgia State University

STRAND 12: Educational Technology
(21) Denise M. Bressler
Rutgers University
(20) Jonah Firestone
Washington State University-Tricity

STRAND 13: History, Philosophy, Sociology, and Nature of Science
(21) Alexandria Hansen
Fresno State University
(20) Dina Tsymbulsky
Technion-Israel Institute of Technology

STRAND 14: Environmental Education
(21) Idit Adler
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(20) Isis Alkaher Kibbutzim
College of Education

STRAND 15: Policy
(21) Audrey Msimanga
University of the Witwatersrand South Afric
(20) Carrie Allen
SRI International
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J. Mesimer
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Emily Miller
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Diane Wright
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Fang-Ying Yang
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Yang Yang
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Michal Zion
Lynne Zummo

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## GENERAL INFORMATION

### NARST Presidents:

<table>
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<tr>
<th>Year</th>
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<td>James A. Shymanksy</td>
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<td>Charlene M. Czerniak</td>
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<td>Mei-Hung Chiu</td>
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<td>2018</td>
<td>Barbara Crawford</td>
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<td>Cail Richmond</td>
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<td>Tali Tal</td>
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<td>Eileen Parsons</td>
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<th>Year</th>
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<tbody>
<tr>
<td>1966–68</td>
<td>H. Craig Sipe</td>
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<td>1969</td>
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<td>1970–74</td>
<td>O. Roger Anderson</td>
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<td>1975–79</td>
<td>David P. Butts</td>
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<td>1980–84</td>
<td>James A. Shymansky</td>
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<td>1990–93</td>
<td>Ronald G. Good</td>
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<td>2006–2010</td>
<td>J. Randy McCinnis and Angelo Collins</td>
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<td>2011–2015</td>
<td>Joseph S. Krajcik and Angela Calabrese Barton</td>
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<tr>
<td>2016–2020</td>
<td>Fouad Abd-El-Khalil and Dana L. Zeidler</td>
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<td>2021–2025</td>
<td>Troy Dow Sadler and Felicia Mensah</td>
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Lunetta, Vincent

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This award is presented at the Annual International Conference but is bestowed only when an outstanding candidate, or candidates, has been identified. It is given to recognize individuals who, through research over an extended period of time, have made outstanding and continuing contributions, provided notable leadership, and made a substantial impact in the area of science education.

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<th>Year</th>
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Outstanding Doctoral Research Award
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Early Career Research Award
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The Journal of Research in Science Teaching (JRST) Award
The JRST Award was awarded annually to the author or authors of the Journal of Research in Science Teaching article judged to be the most significant publication for the Volume year. It was awarded annually between 1974 and 2015.

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The NARST Outstanding Paper Award
The NARST Outstanding Paper Award was awarded annually for the paper or research report presented at the NARST Annual International Conference that was judged to have the greatest significance and potential in the field of science education. It was awarded annually between 1975 and 2015.

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Outstanding Masters Thesis Award
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<tr>
<td>1997</td>
<td>C. Theresa Forsythe</td>
<td>Jeffrey W. Bloom</td>
</tr>
<tr>
<td>1998</td>
<td>Renee D. Boyce</td>
<td>Glenn Clark</td>
</tr>
<tr>
<td>1999</td>
<td>Andrew Gilbert</td>
<td>Randy K. Yerrick</td>
</tr>
<tr>
<td>2000</td>
<td>Rola Fouad Khishfe</td>
<td>Fouad Abd-El-Khalick</td>
</tr>
<tr>
<td>2002</td>
<td>Laura Elizabeth Slocum</td>
<td>Marcy Hamby Towns</td>
</tr>
</tbody>
</table>
Classroom Applications Award

The Classroom Applications Award was established in 1979. The award was given annually to authors whose papers were presented at the previous NARST Annual International Conference and judged to be outstanding in terms of emphasizing classroom application of research in science education. The award was last presented in 1991.

<table>
<thead>
<tr>
<th>Year</th>
<th>Awardee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td>(Four Equal Awards) Louise L. Gann and Seymour Fowler, Dorothy L. Gabel and Robert D. Sherwood, Thomas L. Russell, Joseph C. Cotham</td>
</tr>
<tr>
<td>1983</td>
<td>Robert D. Sherwood, Larry G. Enoch, and Dorothy L. Gabel</td>
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<tr>
<td>1985</td>
<td>(Three Equal Awards) Dan L. McKenzie and Michael J. Padilla, Margaret Warkowsz and Russell H. Yeany, Kevin C. Wise and James R. Okey</td>
</tr>
<tr>
<td>1988</td>
<td>Uri Zoller and Ben Chaim</td>
</tr>
<tr>
<td>1989</td>
<td>James D. Ellis and Paul J. Kuerbis</td>
</tr>
<tr>
<td>1990</td>
<td>Dale R. Baker, Michael D. Piburn, and Dale S. Niederhauser</td>
</tr>
<tr>
<td>1991</td>
<td>David F. Jackson, Billie Jean Edwards, and Carl F. Berger</td>
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## General Information

### Elections Committee

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Immediate Past President (Ex Officio)</td>
<td>Gail Richmond</td>
<td>Michigan State University</td>
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### Board Member Liaison

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Institution</th>
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</thead>
<tbody>
<tr>
<td>2021</td>
<td>Alejandro Gallard</td>
<td>Georgia Southern University</td>
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### Representative from Ethics and Equity Committee

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Institution</th>
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</thead>
<tbody>
<tr>
<td>2020</td>
<td>Catherine Quinlan</td>
<td>Howard University</td>
</tr>
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</table>

### Representative from the International Committee

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>2020</td>
<td>Hye-Eun Chu</td>
<td>Macquarie University</td>
</tr>
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### Co-Chairs

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>2020</td>
<td>Leon Walls (Chair)</td>
<td>University of Vermont</td>
</tr>
<tr>
<td>2021</td>
<td>Regina Suriel (Co-Chair)</td>
<td>Valdosta State University</td>
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### Members

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>2020</td>
<td>Ornit Spektor-Levy</td>
<td>Bar Ilan University</td>
</tr>
<tr>
<td>2021</td>
<td>Ibrahim Delen</td>
<td>Usak University</td>
</tr>
<tr>
<td>2022</td>
<td>Mary Atwater</td>
<td>University of Georgia</td>
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<tr>
<td>2022</td>
<td>Nazan U. Bautista</td>
<td>Miami University</td>
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<tr>
<td>2022</td>
<td>Bridget Mulvey</td>
<td>Kent State University</td>
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### Equity and Ethics Committee

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<tr>
<td>2020</td>
<td>Femi Otulaja</td>
<td>University of the Witwatersrand</td>
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### Chairs of Subcommittees

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<tr>
<th>Year</th>
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<th>Institution</th>
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<tbody>
<tr>
<td>2020</td>
<td>Catharine Quinlan</td>
<td>Howard University</td>
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<td>2021</td>
<td>Sara Raven</td>
<td>Texas A&amp;M University</td>
</tr>
<tr>
<td>2020</td>
<td>Irasema Ortega</td>
<td>University of Alaska–Anchorage</td>
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### Members

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<th>Year</th>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>2020</td>
<td>Lillian H. Degand</td>
<td>Illinois Institute of Technology</td>
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<tr>
<td>2020</td>
<td>Sheron Mark</td>
<td>University of Louisville</td>
</tr>
<tr>
<td>2021</td>
<td>Tara Monique Nkrumah</td>
<td>University of South Florida</td>
</tr>
</tbody>
</table>
GENERAL INFORMATION

Equity and Ethics Committee Members (continued)

2021 Danielle Dani Ohio University
2021 James Nyachwaya North Dakota State University
2022 Seema Rivera Clarkson University
2022 Justina Ogodo The Ohio State University
2022 April Holton Arizona State University
2022 María González-Howard The University of Texas at Austin

External Policy and Relations Committee

Final Year Board Liaison
2022 Senay Purzer Purdue University

Chair
2021 Stefanie Marshall Michigan State University

Members

2020 Sharon Lynch George Washington University
2020 Stacy Olitsky Saint Joseph’s University
2020 Margaret M Lucero Santa Clara University
2021 Kadir Demir Georgia State University
2021 Sarah Carrier North Carolina State University
2022 Tom Bielik The Weizmann Institute
2022 Eugene Judson Arizona State University
2022 Remy Dou Florida International University

Graduate Student Committee

Final Year Board Liaison
2020 Judith Lederman Illinois Institute of Technology

Chair
2021 Christa Haverely Northwestern University

Members

2020 Emmanuel Jaff Morgan State University
2020 Ayca Karasahinoglu University of Georgia
2020 Margaretann Connell Illinois Institute of Technology
2021 Kathryn E Green North Carolina State University
2021 Harini Krishnan Florida State University
GENERAL INFORMATION

Graduate Student Committee Members (continued)

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<tr>
<td>2021</td>
<td>Preethi Titu</td>
<td>University of Minnesota</td>
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<tr>
<td>2021</td>
<td>Sina Joshua Fakoyede</td>
<td>University of Witwatersrand</td>
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<tr>
<td>2021</td>
<td>Melanie Kinskey</td>
<td>University of South Florida</td>
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<tr>
<td>2021</td>
<td>Star Sharp</td>
<td>Penn State University</td>
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<tr>
<td>2021</td>
<td>Theila Smith</td>
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International Committee

<table>
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<tr>
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<th>Chair — International Coordinator</th>
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<tbody>
<tr>
<td>2022</td>
<td>Sonya Martin</td>
</tr>
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<td></td>
<td>University of Groningen, Netherlands</td>
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Members

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<th>Institution</th>
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<tbody>
<tr>
<td>2020</td>
<td>Andri Christodoulou</td>
<td>University of Southampton, UK</td>
</tr>
<tr>
<td>2020</td>
<td>Hye-Eun Chu</td>
<td>Macquarie University</td>
</tr>
<tr>
<td>2020</td>
<td>Ravinder Koul</td>
<td>The Pennsylvania State University</td>
</tr>
<tr>
<td>2020</td>
<td>Rea Lavi</td>
<td>Technion</td>
</tr>
<tr>
<td>2021</td>
<td>Peter Wulff</td>
<td>Leibniz Institute, Kiel University</td>
</tr>
<tr>
<td>2022</td>
<td>Saramma Chandy</td>
<td>University of Mumbai</td>
</tr>
<tr>
<td>2022</td>
<td>Jing Lin</td>
<td>Beijing Normal University</td>
</tr>
<tr>
<td>2022</td>
<td>Sara Wilmes</td>
<td>University of Luxemburg</td>
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<tr>
<td>2022</td>
<td>Allison Gonsalves</td>
<td>McGill University</td>
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Membership Committee

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<tbody>
<tr>
<td>2020</td>
<td>Judith Lederman</td>
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<tr>
<td></td>
<td>Illinois Institute of Technology</td>
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<tr>
<td>2022</td>
<td>Baskhar Upadhyay</td>
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<tr>
<td></td>
<td>University of Minnesota</td>
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Chairs

<table>
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<tr>
<th>Year</th>
<th>Name</th>
<th>Institution</th>
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</thead>
<tbody>
<tr>
<td>2020</td>
<td>Brooke Whitworth</td>
<td>Northern Arizona University</td>
</tr>
<tr>
<td>2021</td>
<td>Selina Bartels</td>
<td>Valparaiso University</td>
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Members

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Institution</th>
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</thead>
<tbody>
<tr>
<td>2020</td>
<td>Gary Holliday</td>
<td>University of Akron</td>
</tr>
<tr>
<td>2020</td>
<td>Amanda Peel</td>
<td>University of Missouri</td>
</tr>
<tr>
<td>2021</td>
<td>Alison Riley Miller</td>
<td>Bowdoin College</td>
</tr>
<tr>
<td>2021</td>
<td>Felicia Moore Mensah</td>
<td>Teachers College, Columbia University</td>
</tr>
</tbody>
</table>
GENERAL INFORMATION

Membership Committee Members (continued)
2022 Shirly Avargil Technion
2022 Reanna S Roby Michigan State University
2022 Knut Neuman Leibniz Institute for Science and Mathematics Education at the University of Kiel

Program Committee

Co-Chairs
Tali Tal (Chair) Technion-Israel Institute of Technology
Eileen Parsons (Co-Chair) University of North Carolina at Chapel Hill

Members (Strand Co-Coordinators)

Strand 1: Science Learning: Development of Student Understanding
(21) Sarah J. Fick University of Virginia
(20) Calvin Kalman Concordia University

Strand 2: Science Learning Contexts, Characteristics, and Interactions
(21) Julia Plummer Pennsylvania State University
(20) David Owens University of Missouri

Strand 3: Science Teaching—Primary School (Grades preK-6)
(21) Ryan Nixon
(20) Carrie-Anne Sherwood Southern Connecticut State University

Strand 4: Science Teaching—Middle and High School (Grades 5-12)
(21) Neta Shaby Ben-Gurion University of the Negev
(20) Justina Ogodo Ohio State University

Strand 5: College Science Teaching and Learning (Grades 13-20)
(21) Lisa Kenyon Wright State University
(20) Jana Bouwma-Gearhart Oregon State University

Strand 6: Science Learning in Informal Contexts
(21) Anton Puvirajah University of Western Ontario
(20) Nancy Staus Oregon State University

Strand 7: Pre-service Science Teacher Education
(21) Michelle Fleming Wright State University
(20) Shannon Sung Spelman College
Program Committee Members (continued)

**Strand 8: In-service Science Teacher Education**

(21) Nidaa Makki  The University of Akron
(20) Tracy Huziak-Clark  Bowling Green State University

**Strand 9: Reflective Practice**

(21) Heather Page  New York University
(20) Pei-Ling Hsu  University of Texas-El Paso

**Strand 10: Curriculum, Evaluation, and Assessment**

(21) Elon Langbeheim  The Weizmann Institute of Israel
(20) Hun Jin  Educational Testing Service

**Strand 11: Cultural, Social, and Gender Issues**

(21) Cesar Delgado  North Carolina State University
(20) Natalie King  Georgia State University

**Strand 12: Educational Technology**

(21) Denise M. Bressler  Rutgers University
(20) Jonah Firestone  Washington State University-Tricity

**Strand 13: History, Philosophy, Sociology, and Nature of Science**

(21) Alexandria Hansen  Fresno State University
(20) Dina Tsybulsky  Technion-Israel Institute of Technology

**Strand 14: Environmental Education**

(21) Idit Adler  Michigan State University
(20) Isis Alkaher  Kibbutzim College of Education

**Strand 15: Policy**

(21) Audrey Msimanga  University of the Witwatersrand South Africa
(20) Carrie Allen  SRI International

**Ex Officio**

Helen Schneider Lemay
## The Publications Advisory Committee

<table>
<thead>
<tr>
<th>Final Year</th>
<th>Board Liaison</th>
<th>Institution</th>
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<tbody>
<tr>
<td>2020</td>
<td>Christina Siry</td>
<td>University of Luxembourg</td>
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### Research for Practitioners and Policymakers Sub Committee

<table>
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<tbody>
<tr>
<td>2020</td>
<td>Hayat Alhokayem (Co-Chair)</td>
<td>Texas Christian University</td>
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### Scholarship Sub Committee

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<tr>
<td>2020</td>
<td>Justin McFadden (Co-Chair)</td>
<td>University of Louisville</td>
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### Pre-Conference Workshop and Sponsored Symposium Sub Committee

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<tbody>
<tr>
<td>2021</td>
<td>Heidi Carlone (Co-Chair)</td>
<td>University of North Carolina, Greensboro</td>
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## Members

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<tr>
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<tbody>
<tr>
<td>2020</td>
<td>Greses Perez Gonzalez</td>
<td>Stanford University</td>
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<tr>
<td>2020</td>
<td>Amanda (Mandi) Berry</td>
<td>Monash University</td>
</tr>
<tr>
<td>2021</td>
<td>Jeanne Brunner</td>
<td>University of Massachusetts, Amherst</td>
</tr>
<tr>
<td>2021</td>
<td>Deena Gould</td>
<td>Arizona State University</td>
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<tr>
<td>2022</td>
<td>Allison Antink-Meyer</td>
<td>Illinois State University</td>
</tr>
<tr>
<td>2022</td>
<td>Kyungjin Cho</td>
<td>Pennsylvania State University</td>
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<tr>
<td>2022</td>
<td>Shuly Kapon</td>
<td>Technion, Israel Institute of Technology</td>
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<tr>
<td>2022</td>
<td>Ibrahim Yeter</td>
<td>Purdue University</td>
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## Research Committee

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<tbody>
<tr>
<td>2022</td>
<td>Jennifer D. Adams</td>
<td>University of Calgary</td>
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### Chairs

<table>
<thead>
<tr>
<th>Year</th>
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<th>Institution</th>
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<tbody>
<tr>
<td>2020</td>
<td>Ryan Summers (Chair)</td>
<td>University of North Dakota</td>
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<tr>
<td>2021</td>
<td>Tina Vo (Co-Chair)</td>
<td>University of Nebraska-Lincoln</td>
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### Members

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<th>Year</th>
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<tbody>
<tr>
<td>2020</td>
<td>Vanashri Nargund</td>
<td>New Jersey City University</td>
</tr>
<tr>
<td>2020</td>
<td>Joe Taylor</td>
<td>BSCS Science Learning</td>
</tr>
<tr>
<td>2021</td>
<td>Abdi Warfa</td>
<td>University of Minnesota</td>
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<tr>
<td>2021</td>
<td>Carina Rebello</td>
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### Research Committee Members (continued)

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<tr>
<td>2021</td>
<td>Banu Avsar Erumit</td>
<td>Recep Tayyip Erdogan University (Turkey)</td>
</tr>
<tr>
<td>2021</td>
<td>Patricia Patrick</td>
<td>Columbus State University</td>
</tr>
<tr>
<td>2020</td>
<td>George Turner</td>
<td>Auburn University</td>
</tr>
<tr>
<td>2020</td>
<td>Jennifer Parrish</td>
<td>University of Northern Colorado</td>
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<tr>
<td>2021</td>
<td>Kelsey Lipsitz</td>
<td>University of Missouri, Exploratorium</td>
</tr>
<tr>
<td>2022</td>
<td>Li Ke</td>
<td>University Of North Carolina, Greensboro</td>
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<tr>
<td>2022</td>
<td>Ling L. Liang</td>
<td>La Salle University</td>
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<tr>
<td>2022</td>
<td>Yann Shiu Ong</td>
<td>National Institute of Education</td>
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<td>Nanyang Technological University</td>
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<tr>
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<td>Asli Sezen-Barrie</td>
<td>University of Maine</td>
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<td>Marcus Kubsch</td>
<td>Kiel University</td>
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<td>S. Selcen Guzey</td>
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### Website Committee

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<tbody>
<tr>
<td></td>
<td>Greg Kelly (Ex Officio)</td>
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**Chairs**

<table>
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<tbody>
<tr>
<td>2020</td>
<td>Scott McDonald (Chair)</td>
<td>Penn State University</td>
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<td>2021</td>
<td>Katherine Wade-James (Co-Chair)</td>
<td>University of Memphis</td>
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**Members**

<table>
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<tr>
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<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>2020</td>
<td>Jennifer Weible</td>
<td>Central Michigan University</td>
</tr>
<tr>
<td>2020</td>
<td>Jennifer Oramous</td>
<td>University of Arkansas</td>
</tr>
<tr>
<td>2021</td>
<td>Sandhya Krishnan</td>
<td>University of Georgia</td>
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<tr>
<td>2022</td>
<td>Nazihan Ursavas</td>
<td>Erdogan University Turkey</td>
</tr>
<tr>
<td>2022</td>
<td>Lisa Lundgren</td>
<td>North Carolina State University</td>
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<tr>
<td>2022</td>
<td>Minjung Ryu</td>
<td>Purdue University</td>
</tr>
<tr>
<td>Time</td>
<td>Session Title</td>
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<tr>
<td>9:00</td>
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<td>10:30</td>
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ANNUAL INTERNATIONAL CONFERENCE
2020
PORTLAND, OR, USA
Portland Marriott Downtown Waterfront
MARCH 15–18
NARST • 93RD ANNUAL INTERNATIONAL CONFERENCE • MARCH 15–18, 2020
# SCHEDULE AT A GLANCE

## SATURDAY, MARCH 14

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM - 5:00 PM</td>
<td><strong>NARST Executive Board Meeting #1</strong></td>
<td>Meadow Lark/ Douglas Fir 3rd Floor</td>
</tr>
<tr>
<td>2:00 PM - 5:00 PM</td>
<td><strong>Conference Registration</strong></td>
<td>Ballroom Foyer - Lower Level</td>
</tr>
</tbody>
</table>

## SUNDAY, MARCH 15

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 AM - 4:30 PM</td>
<td><strong>Conference Registration</strong></td>
<td>Ballroom Foyer - Lower Level</td>
</tr>
<tr>
<td>8:00 AM - 11:45 AM</td>
<td><strong>NARST Executive Board Meeting #1 (continued)</strong></td>
<td>Meadow Lark/ Douglas Fir 3rd Floor</td>
</tr>
<tr>
<td>8:00 AM - 11:45 AM</td>
<td><strong>PRE-CONFERENCE WORKSHOPS</strong></td>
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<td></td>
<td>NOTE: You MUST register for Pre-Conference Workshops with you advance conference registration. You may only register for ONE Workshop.</td>
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<tr>
<td>8:00 AM-10:00 AM</td>
<td><strong>Pre-Conference Workshop #1:</strong> Membership Committee</td>
<td>Salon C - Lower Level</td>
</tr>
<tr>
<td></td>
<td>Title: Early Career Faculty Forum</td>
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<tr>
<td></td>
<td>Presenters: Brooke Whitworth, University of Mississippi</td>
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<td></td>
<td>Alison Miller, Bowdoin College</td>
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<td></td>
<td>Shirly Avargil, Technion - Israel Institute of Technology</td>
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</tr>
<tr>
<td>8:00 AM - 11:45 AM</td>
<td><strong>Pre-Conference Workshop #2:</strong> Research Committee</td>
<td>Salon A - Lower Level</td>
</tr>
<tr>
<td></td>
<td>Title: Next Generation Labs for Next Generation Science Standards: Mobile Sensing as an Example</td>
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<tr>
<td></td>
<td>Presenters: Charles Xie</td>
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<td></td>
<td>Shannon Sung</td>
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<tr>
<td></td>
<td>Xudong Huang</td>
<td></td>
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<tr>
<td></td>
<td>Guanhua Chen</td>
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<tr>
<td>8:00 AM - 11:45 AM</td>
<td><strong>Pre-Conference Workshop #3:</strong> Membership Committee</td>
<td>Salon B - Lower Level</td>
</tr>
<tr>
<td></td>
<td>Title: Writing in Community: NARST Membership Committee Writing Retreat</td>
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<tr>
<td></td>
<td>Presenters: Knut Neuman, Leibniz Institute for Science Education</td>
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<td>Felicia Mensah, Columbia University</td>
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<tr>
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<td>Shirly Avergil, Technion - Israel Institute of Technology</td>
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# SCHEDULE AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Details</th>
</tr>
</thead>
</table>
| 8:00 AM - 11:45 AM | Pre-Conference Workshop #4: Research Committee | Salon D - Lower Level   | **Title:** How to Access Learners’ Connections Across Nature of Science Aspects: Using Card Sorts and Epistemic Network Analysis  
**Presenters:** Bridget K. Mulvey, Jennifer C. Parrish, Erin Peters-Burton |
| 8:00 AM - 11:45 AM | Pre-Conference Workshop #5: Equity and Ethics Committee | Salon I - Lower Level  | **Title:** Equity and Ethics Pre-conference Workshop  
**Presenters:** Sara Raven, Danielle Dani, Seema Rivera, Sheron Mark, Saiqa Azam, Jordan Henley |
| 8:00 AM - 11:45 AM | Pre-Conference Workshop #6: Research Committee | Salon G - Lower Level   | **Title:** An Observation Protocol for Integrated STEM Instruction in K-12 Science and Engineering Classes  
**Presenters:** Emily A. Dare, Assistant Professor of Science Education at Florida International University, Joshua A. Ellis, Assistant Professor of Science Education at Florida International University, Elizabeth A. Ring-Whalen, Assistant Professor of Education, Coordinator for the EcoSTARS and Elementary STEM Certificate programs, and Director of the National Center for STEM Elementary Education at St. Catherine University, Gillian H. Roehrig, Professor of STEM Education at the University of Minnesota–Twin Cities |
| 8:00 AM - 11:45 AM | Pre-Conference Workshop #7: Research Committee | Salon H - Lower Level   | **Title:** Clarifying the Role(s) of the Crosscutting Concepts in Science and Engineering Learning  
**Presenters:** Sarah J. Fick, Jeffrey Nordine |
### SCHEDULE AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>10:00 AM - 11:00 AM</td>
<td><strong>Pre-Conference Workshop #8:</strong> National Science Foundation</td>
<td>Salon C - Lower Level</td>
</tr>
<tr>
<td></td>
<td><strong>Title:</strong> Work at the National Science Foundation as a Rotater/IPA/Program Officer. Is it right for me?</td>
<td></td>
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<tr>
<td></td>
<td><strong>Presenters:</strong> Rob Ochsendorf, Sharon Lynch, Monica Cardella, Gavin Fulmer</td>
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</tr>
<tr>
<td>11:45 AM - 1:00 PM</td>
<td><strong>Lunch</strong></td>
<td>On Your Own</td>
</tr>
<tr>
<td>1:00 PM - 2:15 PM</td>
<td><strong>Conference Welcome &amp; Plenary Session 1</strong></td>
<td>Salon E &amp; F - Lower Level</td>
</tr>
<tr>
<td></td>
<td><strong>Title:</strong> Migrating Birds Know No Boundaries: The Scientific and Educational Dimension</td>
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<tr>
<td></td>
<td><strong>Speaker:</strong> Dr. Yossi Leshem, Tel Aviv University</td>
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<tr>
<td>2:15 PM - 2:40 PM</td>
<td><strong>Networking Break</strong></td>
<td></td>
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<tr>
<td>2:40 PM - 4:10 PM</td>
<td><strong>CONCURRENT SESSION #1</strong></td>
<td>Concurrent Session Rooms</td>
</tr>
<tr>
<td>4:20 PM - 5:50 PM</td>
<td><strong>CONCURRENT SESSION #2</strong></td>
<td>Concurrent Session Rooms</td>
</tr>
<tr>
<td>6:00 PM - 7:00 PM</td>
<td><strong>Mentor/Mentee Nexus</strong></td>
<td>Mt. Hood</td>
</tr>
<tr>
<td>6:00 PM - 7:00 PM</td>
<td><strong>Research Interest Group (RIG) Meetings</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Continental and Diasporic Africa in Science Education (CADASE) RIG</strong></td>
<td>Salon I - Lower Level</td>
</tr>
<tr>
<td></td>
<td><strong>Contemporary Methods for Science Education Research RIG</strong></td>
<td>Salon H - Lower Level</td>
</tr>
<tr>
<td>7:00 PM - 9:30 PM</td>
<td><strong>Award Ceremony and Presidential Reception</strong></td>
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<tr>
<td></td>
<td><strong>Light appetizers will be served. Cash bar.</strong></td>
<td>Salon E &amp; F - Lower Level/Ballroom Foyer</td>
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<tr>
<td><strong>MONDAY, MARCH 16</strong></td>
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<tr>
<td>6:00 AM - 7:15 AM</td>
<td><strong>Mind and Sole</strong></td>
<td>Off-site</td>
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<tr>
<td></td>
<td><strong>This event is not sponsored or endorsed by NARST</strong></td>
<td></td>
</tr>
<tr>
<td>8:00 AM - 4:30 PM</td>
<td><strong>Conference Registration</strong></td>
<td>Ballroom Foyer - Lower Level</td>
</tr>
<tr>
<td>8:30 AM - 10:00 AM</td>
<td><strong>CONCURRENT SESSION #3</strong></td>
<td>Concurrent Session Rooms</td>
</tr>
<tr>
<td>10:00 AM - 10:30 AM</td>
<td><strong>Networking Break</strong></td>
<td></td>
</tr>
<tr>
<td>10:30 AM - 12:00 PM</td>
<td><strong>CONCURRENT SESSION #4</strong></td>
<td>Concurrent Session Rooms</td>
</tr>
<tr>
<td>12:00 PM - 1:45 PM</td>
<td><strong>Committee Meetings</strong></td>
<td>Concurrent Session Rooms</td>
</tr>
<tr>
<td>12:00 PM - 1:45 PM</td>
<td><strong>Lunch</strong></td>
<td>On Your Own</td>
</tr>
</tbody>
</table>
SCHEDULE AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>1:45 PM - 3:15 PM</td>
<td>CONCURRENT SESSION #5</td>
<td>Concurrent Session Rooms</td>
</tr>
<tr>
<td>3:15 PM - 3:45 PM</td>
<td>Networking Break</td>
<td></td>
</tr>
<tr>
<td>3:45 PM - 4:45 PM</td>
<td>CONCURRENT SESSION #6A: Roundtable Session</td>
<td>Exhibit Hall</td>
</tr>
<tr>
<td>4:45 PM - 5:45 PM</td>
<td>CONCURRENT SESSION #6B: Poster Session</td>
<td>Exhibit Hall</td>
</tr>
<tr>
<td>5:45 PM - 7:15 PM</td>
<td>Graduate Student Forum</td>
<td>Salon F - Lower Level</td>
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<tr>
<td>6:00 PM - 8:30 PM</td>
<td>JRST Editorial Team Meeting/Dinner</td>
<td>Portland - Lower Level</td>
</tr>
<tr>
<td>6:00 PM - 7:30 PM</td>
<td>Research Interest Group (RIG) Meetings</td>
<td></td>
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<tr>
<td>7:30 AM - 4:30 PM</td>
<td>Registration</td>
<td>Ballroom Foyer - Lower Level</td>
</tr>
<tr>
<td>8:00 AM - 9:30 AM</td>
<td>CONCURRENT SESSION #7</td>
<td>Concurrent Session Rooms</td>
</tr>
<tr>
<td>9:30 AM - 10:00 AM</td>
<td>Networking Break</td>
<td></td>
</tr>
<tr>
<td>10:00 AM - 11:30 AM</td>
<td>CONCURRENT SESSION #8</td>
<td>Concurrent Session Rooms</td>
</tr>
<tr>
<td>11:30 AM - 12:30 PM</td>
<td>NARST Annual Membership Meeting</td>
<td>Salon I – Lower Level</td>
</tr>
<tr>
<td>11:30 AM - 12:30 PM</td>
<td>Lunch</td>
<td>On Your Own</td>
</tr>
<tr>
<td>12:30 PM - 1:45 PM</td>
<td>Announcement of 2021 Venue &amp; Passing the Gavel &amp; Plenary Session 2</td>
<td>Salon E &amp; F - Lower Level</td>
</tr>
<tr>
<td>2:00 PM - 3:30 PM</td>
<td>CONCURRENT SESSION #9</td>
<td>Concurrent Session Rooms</td>
</tr>
<tr>
<td>3:30 PM - 3:45 PM</td>
<td>Networking Break</td>
<td></td>
</tr>
<tr>
<td>3:45 PM - 5:15 PM</td>
<td>CONCURRENT SESSION #10</td>
<td>Concurrent Session Rooms</td>
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TUESDAY, MARCH 17

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 AM - 4:30 PM</td>
<td>Registration</td>
<td>Ballroom Foyer - Lower Level</td>
</tr>
<tr>
<td>8:00 AM - 9:30 AM</td>
<td>CONCURRENT SESSION #7</td>
<td>Concurrent Session Rooms</td>
</tr>
<tr>
<td>9:30 AM - 10:00 AM</td>
<td>Networking Break</td>
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</tr>
<tr>
<td>10:00 AM - 11:30 AM</td>
<td>CONCURRENT SESSION #8</td>
<td>Concurrent Session Rooms</td>
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<tr>
<td>11:30 AM - 12:30 PM</td>
<td>NARST Annual Membership Meeting</td>
<td>Salon I – Lower Level</td>
</tr>
<tr>
<td>11:30 AM - 12:30 PM</td>
<td>Lunch</td>
<td>On Your Own</td>
</tr>
<tr>
<td>12:30 PM - 1:45 PM</td>
<td>Announcement of 2021 Venue &amp; Passing the Gavel &amp; Plenary Session 2</td>
<td>Salon E &amp; F - Lower Level</td>
</tr>
<tr>
<td>2:00 PM - 3:30 PM</td>
<td>CONCURRENT SESSION #9</td>
<td>Concurrent Session Rooms</td>
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<tr>
<td>3:30 PM - 3:45 PM</td>
<td>Networking Break</td>
<td></td>
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<tr>
<td>3:45 PM - 5:15 PM</td>
<td>CONCURRENT SESSION #10</td>
<td>Concurrent Session Rooms</td>
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</table>
### SCHEDULE AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:15 PM - 6:15 PM</td>
<td>STRAND Meetings</td>
<td>Concurrent Session Rooms</td>
</tr>
<tr>
<td>6:30 PM - 9:30 PM</td>
<td><strong>Equity &amp; Ethics Dinner</strong>&lt;br&gt;Boarding is at <strong>6:30 PM</strong> (Maximum attendance: 75) Dinner, including tax and gratuity, is <strong>$58</strong>. Please note: You must register for this event with your Advance Conference Registration. Tickets purchased for this event are not refundable. <strong>NOTE:</strong> The Spirit of Portland departs from the Salmon Springs Dock, approximately three blocks from the hotel. Transportation services will not be provided.</td>
<td>Off-site: Spirit of Portland Dinner Cruise Salmon Street Springs Dock</td>
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</table>

### WEDNESDAY, MARCH 18

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:00 AM - 11:00 AM</td>
<td>Registration</td>
<td>Ballroom Foyer - Lower Level</td>
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<tr>
<td>8:30 AM - 10:00 AM</td>
<td><strong>CONCURRENT SESSION #11</strong></td>
<td>Concurrent Session Rooms</td>
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<tr>
<td>10:00 AM - 10:30 AM</td>
<td>Networking Break</td>
<td>Concurrent Session Room</td>
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<tr>
<td>10:30 AM - 12:00 PM</td>
<td><strong>CONCURRENT SESSION #12</strong></td>
<td>Concurrent Session Room</td>
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<tr>
<td>12:00 PM - 1:00 PM</td>
<td>Lunch</td>
<td>On Your Own</td>
</tr>
<tr>
<td>1:00 PM - 2:30 PM</td>
<td><strong>CONCURRENT SESSION #13</strong></td>
<td>Concurrent Session Room</td>
</tr>
<tr>
<td>4:00 PM - 9:00 PM</td>
<td><strong>NARST Board Meeting #2</strong></td>
<td>Pearl - 2nd Floor</td>
</tr>
</tbody>
</table>
NARST Executive Board Meeting #1
7:30 AM – 5:00 PM
Meadow Lark/Douglas Fir – 3rd Floor

Conference Registration
2:00 PM – 5:00 PM
Ballroom Foyer
Lower Level
Conference Registration
7:30 AM – 4:30 PM
Ballroom Foyer – Lower Level

NARST Executive Board Meeting #1
(continued)
8:00 AM – 11:45 AM
Meadow Lark/Douglas Fir – 3rd Floor – 3rd Floor

PRE-CONFERENCE WORKSHOPS
8:00 AM – 11:45 AM

NOTE: You MUST register for Pre-Conference Workshops with you advance conference registration. You may only register for ONE Workshop.

Pre-Conference Workshop #1:
Membership Committee
Salon C – Lower Level

Early Career Faculty Forum
Presenters:
Brooke Whitworth, University of Mississippi
Alison Miller, Bowdoin College
Shirly Avargil, Technion - Israel Institute of Technology

Pre-Conference Workshop #2:
Research Committee
8:00 AM – 11:45 AM
Salon A – Lower Level

Next Generation Labs for Next Generation Science Standards: Mobile Sensing as an Example
Presenters:
Charles Xie
Shannon Sung
Xudong Huang
Guanhua Chen

Pre-Conference Workshop #3:
Membership Committee
8:00 AM – 11:45 AM
Salon B – Lower Level

Writing in Community:
NARST Membership Committee
Writing Retreat
Presenters:
Knut Neuman, Leibniz Institute for Science Education
Felicia Mensah, Columbia University
Shirly Avargil, Technion - Israel Institute of Technology

Pre-Conference Workshop #4:
Research Committee
8:00 AM – 11:45 AM
Salon D – Lower Level

How to Access Learners' Connections Across Nature of Science Aspects: Using Card Sorts and Epistemic Network Analysis
Presenters:
Bridget K. Mulvey
Jennifer C. Parrish
Erin Peters-Burton

Pre-Conference Workshop #5:
Equity and Ethics Committee
8:00 AM – 11:45 AM
Salon I – Lower Level

Equity and Ethics Pre-conference Workshop
Presenters:
Sara Raven
Danielle Dani
Seema Rivera
Sheron Mark
Saiqa Azam
Jordan Henley
Pre-Conference Workshop #6: Research Committee

8:00 AM – 11:45 AM
Salon G – Lower Level

An Observation Protocol for Integrated STEM Instruction in K-12 Science and Engineering Classes

Presenters:
Emily A. Dare, Assistant Professor of Science Education at Florida International University
Joshua A. Ellis, Assistant Professor of Science Education at Florida International University
Elizabeth A. Ring-Whalen, Assistant Professor of Education, Coordinator for the EcoSTARS and Elementary STEM Certificate programs, and Director of the National Center for STEM Elementary Education at St. Catherine University
Gillian H. Roehrig, Professor of STEM Education at the University of Minnesota - Twin Cities

Pre-Conference Workshop #7: Research Committee

8:00 AM – 11:45 AM
Salon H – Lower Level

Clarifying the Role(s) of the Crosscutting Concepts in Science and Engineering Learning

Presenters:
Sarah J. Fick
Jeffrey Nordine

Pre-Conference Workshop #8: National Science Foundation

10:00 AM – 11:00 AM
Salon C – Lower Level

Title: Work at the National Science Foundation as a Rotater/IPA/Program Officer. Is it right for me?

Presenters:
Rob Ochsendorf
Sharon Lynch
Monica Cardella
Gavin Fulmer

LUNCH

11:45 AM – 1:00 PM
On Your Own

Conference Welcome & Plenary Session 1

1:00 PM – 2:15 PM
Salon E & F – Lower Level

Speaker:
Dr. Yossi Leshem
Tel Aviv University

Yossi Leshem is a Professor Emeritus in the School of Zoology, Faculty of Life Sciences at Tel Aviv University, and founder of the International Center for the Study of Bird Migration. In 1971, he began his career at the Society for the Protection of Nature in Israel and was CEO (1991-1995) and chair of its public council.

Prof. Leshem has been researching bird migration and raptor breeding ecology for 5 decades. His doctoral research at Tel Aviv University, conducted in cooperation with the Israel Air Force, reduced aircraft-bird collisions by 76%, thus saving the national budget $1.5 billion. Yossi developed an educational online science program (www.birds.org.il) that is currently taught at approximately 450 schools. He spearheaded the national effort to use barn owls as biological pest control agents in agriculture, significantly reducing the use of pesticides, and led an extensive research project in cooperation with the
Max Planck Institute at Radolfzell to track migrating storks, using satellite transmitters. To this project joined the Ministry of Education in Israel, who financed the program to promote STEM learning by tracking the Migrating Storks on-line.

Since 2002, Prof. Leshem has initiated a host of successful joint projects with the Jordanians and Palestinians using Barn Owls as biological pest control agents in agriculture, combining education, research, and nature conservation. The project became a national and regional project with 4,500 nesting boxes dramatically reducing the use of pesticides in the region. Currently, Prof. Leshem leads a trilateral project with Cyprus, Greece and Israel on the subject. In parallel, he works with the Chief of General Staff’s office to implement the “Nature Defense Forces – Commanders Take Responsibility for their Environment” project. This initiative consists of 60 projects with an educational emphasis.

Prof. Leshem received Lifetime Achievement Award for Environmental Protection, from the Minister for Environmental Protection (2008); Bruno H. Schubert Foundation Award for World Nature Conservation (2012); Lifetime Achievement Award of The Israel Society of Ecology and Environmental Sciences (2017); Honorary Fellowship of the Technion Board of Governors (2017); Honorary Membership, Israel Zoological Society (2018), The award of “Significant Contribution to Israel Aviation”, from the Israeli Airline Pilots Association (2019) and an appreciation medal from the the Israeli Air Force commander.

Prof. Leshem is the author of 11 books, many scientific articles, and hundreds of popular articles. He is father to five, and grandfather to eight.

**Migrating Birds Know No Boundaries: The Scientific and Educational Dimension**

During thousands of years of history, the Middle East, located at the juncture of three continents – Europe, Asia and Africa – has been a focus for tension, conflicts and wars which continue to these days. On the other hand, the Middle East comprises a bottleneck of international importance for bird migration, one of the most important worldwide. Over 500 million birds migrate over the region twice a year. The diversity of species is also exceptional, 540 species of birds can be observed in Israel.

In my talk, I will present a unique effort to use the outstanding phenomenon of bird migration for science and peace education. The educational and conservation programs are designed for formal school systems, informal settings and the broad public and the Israel Defense Forces. The programs are based on research in several fields in the past five decades. The birds and migration constitute a platform for learning on the unique nature phenomenon, developing inquiry-learning and developing interest in the subject that combines activities in the class, and in the field. Birds and their migration were used for joint learning between Israelis, Jordanians and Palestinians, known more about the geopolitical conflict. The emphasis is that birds and nature are a connecting tool between people and religions regardless of politics and boundaries.

Based on the joint research of Tel-Aviv University and Max Planck Institute in Radolfzell, Germany, funded by the German Ministry of the Environment, satellite transmitters were attached to 120 German Storks and students from Israel, Jordan and the Palestinian Authority followed the migration using a website (www.birds.org.il), whilst also understanding key questions like the effect of the weather. In addition the students could track the data of the joint research with the Israeli Air Force, which suffered many collisions from migrating birds, and is based on the data that was gathered from a ground-network of bird-watchers, radars, a motorized-glider and UAV’s. A joint research and activity was developed in cooperation with farmers in Jordan, Palestine Authority, Cyprus and Greece, in which Barn Owls are used as biological pest-control agents in order to significantly reduce the use of pesticides. An educational program was developed in which students could follow data from 5,000 nesting boxes in the Middle East and track the cameras in the nesting boxes, whilst also taking part field-trips in the areas of the nesting boxes.

Other initiatives I’ll describe encourage the Israeli Defense Forces to integrate nature conservation education.

Currently, 550 schools from all Israeli sectors (Jewish, Arab and Druse) teach about birds and their uniqueness in the Middle East.

Funded by the government, a network of seven birding centers were established that constitutes an educational hubs and research and nature protection centers for students and the public, led by the Society for the Protection of Nature in Israel (NGO).

**NETWORKING BREAK**

2:15 PM – 2:40 PM
Concurrent Session 1  
2:40 PM – 4:10 PM

Equity and Ethics Committee  
Admin Symposium-Addressing Issues of Equity and Justice across Places and Context in Science

2:40 PM – 4:10 PM
Mt Hood

Organizers:
Catherine Quinlan, Howard University
Ying-Ting Chiu, The Ohio State University
Maria González-Howard, The University of Texas at Austin
Stephanie Eldridge, The University of Georgia
James Nyachwaya, North Dakota State University

Presenters:
Christopher Atchison, University of Cincinnati
Ashley Eaton, The University of Vermont
Sami Kahn, Princeton University
Shari Watkins, American University
Brittany Garvin-Hudson, Duke University

STRAND 1:  
Science Learning: Development of Student Understanding  
Learning and Teaching Evolution in High School: Challenges and Possible Remedies

2:40 PM – 4:10 PM
Salmon

Discussant:
Kostas Kampourakis, University of Geneva

Presider:
Anat Yarden, Weizmann Institute of Science

High School Students’ Types of Teleological Explanations: Implications for Item Development and for Teaching-Learning Strategies
Janina Jördens, Münster University
Marcus Hammann, Münster University

Experiencing the Development of Antibiotics Resistant Bacteria: Students’ Understanding of the Nature of Evolution
Bat-Shahar Dorfman, Weizmann Institute of Science
Orna Dahan, Weizmann Institute of Science
Amir Mitchell, University of Massachusetts Medical School
Anat Yarden, Weizmann Institute of Science

Plant Blindness—What German High School Students and In-service Biology Teachers
Daniela Fiedler, IPN, Leibniz Institute for Science and Mathematics Education, Kiel, Germany
Isabell Rösberg, IPN, Leibniz Institute for Science and Mathematics Education, Kiel, Germany
Marc Rodemer, IPN, Leibniz Institute for Science and Mathematics Education, Kiel, Germany
Birgit Heyduck, IPN, Leibniz Institute for Science and Mathematics Education, Kiel, Germany
Ute Harms, Leibniz Institute for Science and Mathematics Education (IPN)

Capturing Instructional Strategies of Pre-service Biology Teachers to Counter Misconceptions about Evolution by the SCRBio
Julian Fischer, Leibniz Institute for Science and Mathematics Education
Nils Machts, Department of Educational Psychology (IPL), Kiel University
Jens Möller, Department of Educational Psychology (IPL), Kiel University
Psychology (IPL), Kiel University
Ute Harms, Leibniz Institute for Science and Mathematics Education (IPN)
Kostas Kampourakis, University of Geneva

STRAND 2:
Science Learning: Contexts, Characteristics and Interactions
Language & Learning Science
2:40 PM – 4:10 PM
Hawthorne/Belmont/Laurelhurst

Presider:
Katherine Carr Chapman, Vanderbilt University

Hispanic Student Perceptions toward Spanish, Learning Science, and Attitudes
Angela Chapman, University of Texas Rio Grande Valley
Anthony Bailey, University of Texas Rio Grande Valley
Amy Weimer, Texas State University
Shania Pintor, University of Texas Rio Grande Valley
Stephany Pinales, University of Texas Rio Grande Valley

Languages of Modeling, Modeling in Languages: Integrating Science and Translanguaging
Ashlyn Pierson, Vanderbilt University
Douglas B. Clark, University of Calgary
Corey E. Brady, Vanderbilt University

The Effects of Language and other Home Factors on Lebanese Students' Performance in TIMSS
Rayya Younes, University of Balamand
Sara Salloum, University of Balamand
Maya Antoun, University of Balamand

STRAND 2:
Science Learning: Contexts, Characteristics and Interactions
The Chemistry Learning Environment
2:40 PM – 4:10 PM
Meadow Lark/Douglas Fir – 3rd Floor

Presider:
Jonathon Grooms, George Washington University

Why do Students Choose a Context? Students' Reasons For Choosing a Learning Task in Chemistry
Helena Van Vorst, University of Cologne
Hatice Aydogmus

High School Student's Understanding of Molecular Representations in a Chemistry Context-Based Learning Environment
Ran Piorko, Technion–Israel Institute of Technology
Shirly Avargil, Technion–Israel Institute of Technology

Impact of Earth Science Integration on Student Learning in a High School Chemistry Course
Jonathon Grooms, George Washington University
Kevin J. Fleming, George Washington University
Alan R. Berkowitz, Cary Institute of Ecosystem Studies
Mary Ellen Wolfinger, George Washington University
Bess Caplan, Cary Institute of Ecosystem Studies
Chelsea McClure, Cary Institute of Ecosystem Studies
STRAND 3:
Science Teaching—Primary School (Grades PreK-6): Characteristics and Strategies

Teacher Knowledge, Beliefs, & Use of Science Practices with Students
2:40 PM – 4:10 PM
Medford

Presider:
Joi Merritt, James Madison University

An Exploratory Comparative Video-study of Scientific Modeling in Elementary/Primary Classrooms in the U. S. and Germany
Florian Böschl, University of Leipzig
Kim Lange-Schubert, University of Leipzig
Cory T. Forbes, University of Nebraska–Lincoln

Examining the Relationship between Preschool Teachers’ attitudes and Beliefs towards Science and Children’s Science Achievement
Elica B Sharifnia, University of Miami
Alexandra Alexander, University of Miami
Silvia Niño, University of Miami

Ms. Bernina’s Knowledge of Her Students’ Knowledge and of Science Teaching
Ashley N. Kooker, West Virginia University
Melissa J. Luna, West Virginia University

Using Digital Simulated Classrooms to Examine Elementary Teachers’ Ability to Engage Students in Scientific Argumentation
Jamie N. Mikeska, Educational Testing Service (ETS)
Pamela S. Lottero-Perdue, Towson University
Debra Brockway, Educational Testing Service

Andrew Finnegan, Educational Testing Service
Jonathan Steinberg, Educational Testing Service
Heather Howell, Educational Testing Service

STRAND 4:
Science Teaching—Middle and High School (Grades 5-12): Characteristics and Strategies

STEM Integration across Disciplines
2:40 PM – 4:10 PM
Salon D

Presider:
David McKinney, University of Nevada, Las Vegas

Comparison of Academic and Attendance Outcomes between an Integrated STEM High School and Comparison Schools
Carla C. Johnson, North Carolina State University
Toni A. Sondergeld, Drexel University

Science and Literacy Integration by Secondary Science and English Language Arts Teachers
Laura E. Robertson, East Tennessee State University
ChihChe Tai, East Tennessee State University
Renee Rice Moran, East Tennessee State University
Karin Keith, East Tennessee State University

Semantic Patterns of an Integrated STEM Curriculum and its Enactment
Chelsey A. Dankenbring, Purdue University
Selcen Guzey, Purdue University
Lynn A. Bryan, Purdue University
STRAND 5: College Science Teaching and Learning (Grades 13-20)
Frameworks of TA learning and Development as Educators
2:40 PM – 4:10 PM
Salon C

Presider:
Kübra Özmen, Baskent University

Cognitive Demand of Curricular Activities and Content-Situated Professional Development Influence Teaching Assistants’ Teaching Practices
Jenna Hicks, University of Minnesota
Jessica Dewey, University of Minnesota
Michael Abebe, University of Minnesota
Anita Schuchardt, University of Minnesota

Eliciting Students’ Ideas: An Exploratory Study of Biology Teaching Assistant Learning
Anna S. Grinath, Idaho State University
Sherry A. Southerland, Florida State University

Labortory Teaching Assistants’ Learning to Develop Ambitious Teaching Practices
Ryan Coker, Florida State University
Miray Tekkumru Kisa, Florida State University

Training for Culturally Responsive Science Teaching in Undergraduate Science Impacts Teaching Assistants’ Practice
Hillary A. Barron, University of Minnesota–Twin Cities
Julie C. Brown, University of Florida
Lorelei E. Patrick, Fort Hays State University
Sehoya Cotner, University of Minnesota

STRAND 6: Science Learning in Informal Contexts
Admin Symposium-Igniting Informal Science
2:40 PM – 4:10 PM
Salon E & F

Igniting Informal Science
Nancy L. Staus, Oregon State University
Anton Puvirajah, University of Western Ontario
Neta Shaby, Oregon State University
Dana Vedder-Weiss, Ben-Gurion University of the Negev, Israel
Todd Campbell, University of Connecticut
Scott A. Pattison, TERC
Geeta Verma, University of Colorado Denver
Michael Dias, Kennesaw State University
John Pecore, Temple University
Smirla Ramos-Montañez, Oregon Museum of Science and Industry

STRAND 7: Pre-service Science Teacher Education
Building Knowledge through Asset-Based Pedagogy
2:40 PM – 4:10 PM
Salon A

Presider:
Julianne A. Wenner, Boise State University

A Critical Examination of the Deficit Perspective in Science Education Pre-service Teacher Knowledge Studies
Ron Gray, Northern Arizona University
David Stroupe, Michigan State University
Scott McDonald, Pennsylvania State University
Pre-service Science Teachers’ Engagement with Asset-Based Pedagogies in a University Science Methods Course

Rachael M. Gordon, University of Michigan

Access Points that Facilitate Pre-service Teachers’ Sense-making about Systemic Issues within a Field Experience

Victor Kásper, Florida State University
Lama Jaber, Florida State University
Shannon G. Davidson, Florida State University

STRAND 7: Pre-service Science Teacher Education

Pre-service Teachers’ Self-Efficacy in Engineering

2:40 PM – 4:10 PM
Salon B

Presider:
Jing Yang, Indiana University

Sources of Engineering Teaching Self-Efficacy in a STEAM Methods Course for Elementary Pre-service Teachers

Donna L. Webb, George Fox University
Keelan P. LoFaro, Portland State University

Pre-service Teachers’ Self-Efficacy Beliefs about Scientific Practices: Validation of the Science and Engineering Self-efficacy Instrument

Fatma Kaya, Kent State University
Lisa A. Borgerding, Kent State University
Shannon Navy, Kent State University

Effects of Informal versus School-Based Field Experience on Elementary Pre-service Teachers’ Self-Efficacy for Teaching Science

Nicole Hesson, York College of Pennsylvania
Jason Forsyth, James Madison University

STRAND 8: In-service Science Teacher Education

Assessment to Support NGSS Implementation

2:40 PM – 4:10 PM
Pearl

Presider:
Kerri Wingert, University of Colorado at Boulder

A ‘Levels of Engineering Design’ Rubric for Science Teachers Incorporating NGSS

Sarah B. Boesdorfer, Illinois State University

Characterizing Multi-Dimensional, Teacher-Designed, Science Assessments: Dimensions, Integration, and Cognitive Demand

Laura Zeller, University of Illinois at Chicago
Donald J. Wink, University of Illinois at Chicago

Impact of Scoring the Illinois Science Assessment on K-12 Science Teachers’ Practices

Senetta F Bancroft, Southern Illinois University Carbondale
Harvey Henson, Southern Illinois University
Daniel L. Brown, Illinois State Board of Education
Angela D. Box, Southern Illinois University-Carbondale
Yanyan Sheng, Southern Illinois University-Carbondale
Jennifer Rhodes, Southern Illinois University-Carbondale
Interpreting Teacher Understanding of 5D Science: A Vision Survey

Kerri Wingert, University of Colorado at Boulder
Melissa R. Campanella, CU Boulder
William R. Penuel, University of Colorado
Kris Kilibarda, Iowa Department of Education

STRAND 10: Curriculum, Evaluation, and Assessment

Automated Assessment of Argumentation in School Science: Developments and Challenges
2:40 PM – 4:10 PM
Columbia

Selected Response Item Formats: Addressing the Practice of Arguing from Evidence in Science

Linda Morell, University of California, Berkeley
Sara J. Dozier, Stanford University
Weeraphat Suksiri, University of California, Berkeley
Jonathan Francis Osborne, Stanford Graduate School of Education
Mark R. Wilson, University of California, Berkeley

Using Automated Analysis to Assess Middle School Students’ Competence with Scientific Argumentation

Christopher Wilson, BSCS
Molly Stuhlsatz, BSCS
Brian M. Donovan, BSCS
Zoe E. Buck Bracey, BSCS
April L. Gardner, Biological Science Curriculum Study


Hee-Sun Lee, The Concord Consortium
Gey-Hong Gweon, Physics Front
Amy R. Pallant, The Concord Consortium

Exploring Bias in Automated Scoring of Student Argumentation

Zoe E. Buck Bracey, BSCS
Molly Stuhlsatz, BSCS
Tina Cheuk, Stanford University
Marisol Mercado
Christopher Wilson, BSCS
Jonathan Francis Osborne, Stanford Graduate School of Education
Kevin C. Haudek, Michigan State University
Brian M. Donovan, BSCS
April L. Gardner, Biological Science Curriculum Study

STRAND 10: Curriculum, Evaluation, and Assessment

Teachers' Understanding and Use of Science Curriculum and Assessment
2:40 PM – 4:10 PM
Salon I

Presider:
Lisa M. McDonald, Columbia University

"We Get to See What Works": Teacher Commitment to Curriculum within a Research Practice Partnership

Jayma Koval, Georgia Institute of Technology
Jessica Gale, Georgia Institute of Technology –CEISMC
Meltem Alemdar, Georgia Institute of Technology
Sabrina Grossman, Georgia Institute of Technology–CEISMC
Marion Usselman, Georgia Institute of Technology

How Teachers Understand the Curriculum and Frameworks They Use
Kristin N. VanWyngaarden, University of Nebraska Omaha
Michelle Friend, University of Nebraska at Omaha

Teacher Decision-Making in High School Biology Curriculum Co-Design: A Critical Incidents Analysis
Elizabeth Chatham, New Visions for Public Schools
Kiran D. Purohit, New Visions for Public Schools

Using Hybrid Online/Face-to-Face Courses to Support Teachers’ Development and Use of 3D Performance Assessments
Jill Wertheim, Stanford Center for Assessment, Learning, and Equity

STRAND 11: Cultural, Social, and Gender Issues
Creating Space for the Inclusion of Social Justice within Engineering Learning Environments
2:40 PM – 4:10 PM
Salon G

Design Problems in Context: A Longitudinal Examination of Students’ Design Considerations in a Course about Engineering Culture, Diversity, and Equity
Greses Pérez, Stanford University
Shannon Gilmartin, Stanford University
Carol Muller, Stanford University
Patrick Danner, Stanford University
Sherri Sheppard, Stanford University

Becoming Part of an Engineering Community of Practice: How Students Across Lines of Difference Find Their Place in a Makerspace
Eric Reynolds, Stanford University

My Life’s Work: Re-engineering Education for Black Boys
James Holly, Jr., Wayne State University

Design Justice in Humanitarian Engineering Education
Brandon Reynante, Stanford University

STRAND 11: Cultural, Social, and Gender Issues
Exploring the Experiences and STEM Identity Development of Black Students and Teachers
2:40 PM – 4:10 PM
Salon H

Presider:
Reanna S. Roby, Michigan State University

A Narrative Inquiry into the Making of an Urban Science Teacher: Felicia’s Story
Lisa Marco-Bujosa, Villanova University
Examining Factors Influencing African American Students' Scientific Identity in STEM

Lezly Taylor, Virginia Polytechnic Institute and State University
Brenda R. Brand, Virginia Tech University
Takumi Sato, Virginia Polytechnic Institute & State University
Anza Mitchell, Virginia Tech University

Exploring Discursive Performance of Race in Advanced Placement Biology Classrooms

Deborah J. Tippins, University of Georgia
Sophia (Sun Kyung) Jeong, University of Georgia

Identity Formation in Science During Adolescence: How do Future Possible Selves Take Shape For Diverse Students of Color?

Ross Anderson, Inflexion
Ed Madison, University of Oregon
Niki Derosia, University of Oregon

Impacts of Sequential Experience with Agent-Based Modeling and System Dynamics Modeling on Students' Ability to Link Across Levels in Reasoning about Complex Phenomena

Jie Chao, The Concord Consortium
Carolyn Staudt, The Concord Consortium
Daniel Wendel, Massachusetts Institute of Technology

Much.Matter.in.Motion: 7th Grade Students Learn Chemistry through Constructing Computational Models of Complex Systems

Janan Saba, University of Haifa
Sharona T. Levy, University of Haifa
Elon Langbeheim, The Weizmann Institute of Science
Hagit Hel-Or, University of Haifa

STRAND 12: Educational Technology
Technology Tools to Support Scientific Thinking
2:40 PM – 4:10 PM
Portland

Presider: Kit Martin, Northwestern University

Blending Drama and Computer Supported Collaborative Learning for Socioscientific Argumentation

Aysegul Oguz Namdar, Recep Tayyip Erdogan University
Bahadir Namdar, Recep Tayyip Erdogan University

STRAND 14: ENVIRONMENTAL EDUCATION
Environmental Education—Educator’s Perspective
2:40 PM – 4:10 PM
Eugene

Presider: Iris Alkaher, Kibbutzim College of Education

Framing Differences Reveal Argumentation Complexities in Education for Sustainability—The Case of Natural-Gas Distribution

Hagit Shasha Sharf, The Technion–Israel Institute of Technology
Tali Tal, Technion
Concurrent Session 2
4:20 PM – 5:50 PM

STRAND 1:
Science Learning, Understanding and Conceptual Change

Recent Trends in Genetics Education Research
4:20 PM – 5:50 PM
Salmon

Presider:
Kostas Kampourakis, University of Geneva

Mechanistic Reasoning about Gene Environment Interactions
Michal Haskel-Ittah, Weizmann Institute of Science
Ravit Golan Duncan, Rutgers University
Anat Yarden, Weizmann Institute of Science

High School Students’ Causal Attributions of Features of the Body and the Mind: Genes, Environment and Individual Will
Marcus Hammann, Münster University

Supporting the Development of Genomics Literacy Could Significantly Reduce Cognitive Forms of Racial Prejudice During Adolescence
Monica Weindling, BSCS Science Learning
Brae Salazar, BSCS Science Learning
Brian M. Donovan, BSCS

Measuring Students’ Teleological and Essentialist Conceptions in the Context of Genetics: A Comparison of Explicit and Implicit Measures
Florian J. Stern, University of Geneva
Kostas Kampourakis, University of Geneva
Marine Delaval, University of Geneva
Andreas Mueller, JUFE, University of Geneva

Defining Epigenetic Literacy for School Biology—A Delphi Study
Niklas M. Gericke, Department of Environmental and Life Sciences
Birgitta McEwen, Department of Environmental and Life Sciences, Karlstad University
Karin Thörne, Department of Environmental and Life Sciences, Karlstad University

STRAND 2:
Science Learning: Contexts, Characteristics and Interactions

Improving Guidance for Classroom Argumentation in Science Inquiry
4:20 PM – 5:50 PM
Mt Hood

Discussant:
Marcia Linn, University of California, Berkeley
Changes in Classroom Argumentation Practices in Elementary Science during Teachers’ Participation in a Year-long Professional Development Program

Coralie F. Delhaye, Stanford University
Matthew Wilsey, Stanford University
Emily Reigh, Stanford
Hilda Borko, Stanford University
Jonathan Francis Osborne, Stanford Graduate School of Education

Supporting Student-Directed Discussion in Elementary Science: A Case Study of One Teacher’s Instructional Change

Emily Reigh, Stanford
Florencia Gomez Zaccarelli, Facultad de Educación, Pontificia Universidad Católica de Chile
Hilda Borko, Stanford University
Jonathan Francis Osborne, Stanford Graduate School of Education

Learning to Revise: Using Annotation to Model Integrated Revision of Explanations

Libby Gerard, University of California, Berkeley, Graduate School of Education
Marcia C. Linn, University of California, Berkeley

Impact of Autoscored Student Data Reports on Teacher Customizations and Students’ Science Learning

Jennifer King-Chen

Supporting Teachers to Customize Science Curriculum for Self-directed Learning Impacts Both Teacher and Student Learning

Allison Bradford, University of California, Berkeley
Libby Gerard, University of California, Berkeley, Graduate School of Education

STRAND 2:
Science Learning: Contexts, Characteristics and Interactions
Interest, Identity, & Empathy
4:20 PM – 5:50 PM
Hawthorne/Belmont/Laurelhurst

Presider:
Ying-Ting Chiu, The Ohio State University

Using Argument-Based Inquiry to Teach Nutrition in Animals—Impact on Students’ Achievement and Interest

Festus Osasumwen Idiaghe, University of Benin
Christiana Nkechi Omoifo, University of Benin

The Role of Children’s Racial Identity and its Impact on Their Science Education

Lisa M. McDonald, Teachers College, Columbia University
Felicia Moore Mensah, Teachers College, Columbia University

Everyday Engineers: An Analysis of Youth’s Everyday Engineering Practices and Identities Across Settings

Veronica McGowan, University of Washington
Philip L. Bell, University of Washington

Development of the Scientific Empathy Index

Heesun Yang, University of British Columbia
Seong-Joo Kang, Korea National University of Education
David Anderson, University of British Columbia
**STRAND 2:**
Science Learning: Contexts, Characteristics and Interactions

Socioscientific Reasoning, Decision-Making, & Discourse

4:20 PM – 5:50 PM
Meadow Lark/Douglas Fir – 3rd Floor

Presider: Jean-Philippe Ayotte-Beaudet, Université De Sherbrooke

*Multimodal Coherence-Seeking in Global Socioscientific Issues Based Discourse*

Mary E. Short, The George Washington University

'I Wouldn’t Want to be the Animal nor the Patient’—Students’ Decision-Making on Animal Testing

Carola Garrecht, IPN–Leibniz Institute for Science and Mathematics Education

Ute Harms, IPN–Leibniz Institute for Science and Mathematics Education

Students’ Context-Specific Episodic Justifications, Prior Knowledge, Engagement and Socioscientific Reasoning in a Mobile Augmented Reality Learning Environment

Hsin-Yi Chang, National Taiwan Normal University

Jyh-Chong Liang, National Taiwan Normal University

Chin-Chung Tsai, National Taiwan Normal University

The Effects of Critique-driven Inquiry (CDI) Teaching on Elementary and Secondary School Students’ Tendency of Critical Thinking and Scientific Competency

Ying-Yan Lu, National Sun Yat-Sen University

Zuway-R Hong, National Sun Yat-sen University/Australian Catholic University

Huann-Shyang Lin, National Sun Yat-Sen University/Australian Catholic University

Hsin-Hui Wang, Australian Catholic University

Hsiang-Ting Chen, National Sun Yat-sen University

Kuay-Keng Yang, National Pingtung University

Yi-Ting Pan, National Sun Yat-sen University

**STRAND 3:**
Science Teaching—Primary School (Grades PreK-6): Characteristics and Strategies

Supporting Elementary & Early Childhood STEM Learning

4:20 PM – 5:50 PM
Medford

Presider: Justin McFadden, University of Louisville

Promoting Elementary Students STEM Learning by Employing Engineering Design Process in the Inquiry-Based Science Activity

Kuay-Keng Yang, National Pingtung University

Zuway-R Hong, National Sun Yat-Sen University

Huann-Shyang Lin, National Sun Yat-Sen University

Prospective Elementary Teachers Plan STEAM Lessons Focused on Science & Engineering

Jaclyn K. Murray, Augusta University
Teacher Scaffolding to Support Student Learning in an NGSS-Aligned Unit Integrating Science and Engineering
Sarah Lilly, University of Virginia
Sarah J. Fick, University of Virginia
Anne McAlister, The University of Virginia
Jennifer Chiu, University of Virginia
Kevin W. McElhaney, SRI International

Teaching STEM Concepts in Elementary School with Biomechanics
Michelle Friend, University of Nebraska at Omaha
Anne Karabon, University of Nebraska at Omaha
Amelia Lanier Knarr, University of Nebraska at Omaha
Kota Takahashi, University of Nebraska at Omaha
Neal Grandgenett, University of Nebraska at Omaha

Science Teachers’ Integration of Knowledges and Skills in Enacted Pedagogical Content Knowledge in their Teaching
Imran Tufail, University of Waikato
Chris Eames, University of Waikato
Cathy Bunting, University of Waikato
Maurice M. W. Cheng, University of Waikato

The Development of an Instrument to Measure Teachers’ Perceptions of STEM Practices
Anthony Sparks, Southern Methodist University
Elizabeth L. Adams, Southern Methodist University
Lindsey Perry, Southern Methodist University
Leanne R. Ketterlin-Geller, Southern Methodist University

STRAND 4: Science Teaching—Middle and High School (Grades 5-12): Characteristics and Strategies
Teacher Knowledge and Implementation
4:20 PM – 5:50 PM
Salon D

Presider:
Lucia Chacon-Diaz, The Ohio State University

Changing Teacher Practice at Scale through Instructional Routines: Findings from a Field Test of High School Materials
Kiran D. Purohit, New Visions for Public Schools
Dora E. Kastel, New Visions for Public Schools
Elizabeth Chatham, New Visions for Public Schools

STRAND 5: College Science Teaching and Learning (Grades 13-20)
Postsecondary Educators’ Perceptions, Planning, and Practices
4:20 PM – 5:50 PM
Salon C

Presider:
Joshua Reid, Middle Tennessee State University

Classroom Discourse Patterns of Biology Instructors in Undergraduate STEM Classrooms
Petra Kranzfelder, University of California, Merced
Jennifer L. Bankers-Fulbright, Augsburg University
Marcos E. Garcia-Ojeda, University of California, Merced
Marin Melloy, University of Minnesota
Sagal Mohammed, University of Minnesota
Abdirizak M. Warfa, University of Minnesota
Investigating the Conceptualization and Implementation of Quantitative Reasoning (QR) Skills in Introductory Undergraduate Biology Courses

Ann Cleveland, Maine Maritime Academy
Asli Sezen-Barrie, University of Maine
Gili Marbach-Ad, University of Maryland

Pre-service Early Childhood Teachers’ Difficulties in Planning and Implementing STEM-based Lessons

Mustafa S. Topcu, Yildiz Technical University
Ayse Ciftci, Mus Alparslan University

The Effects of Flipping STEM Classrooms on Instructional Practices

Robert Idsardi, Eastern Washington University
Ivy Tietsort, Eastern Washington University
Jennifer Mancinelli, Eastern Washington University

STRAND 6: Science Learning in Informal Contexts
Educating Informal Science Educators
4:20 PM – 5:50 PM
Salon E & F

Presider:
Brenda L. Carpenter, Lower Columbia College

Analyzing Contradictions in Project-Based Learning Internships from the Cultural—Historical Activity Theory Perspective

Pei-Ling Hsu, University of Texas at El Paso

How does a STEM Outreach Event Impact Scientists’ Communication Objectives?

Stephanie D. Teeter, NC State University
Jacqueline H. Cole, NC State University

iPCK: Developing a Framework for Pedagogical Content Knowledge for Informal Science Educators

K. C. Busch, North Carolina State University
Mwenda Kudumu, NC State University
Soonhye Park, North Carolina State University

Teacher Learning through Participation in an Outreach Program to Link Field Trips with Classroom Curriculum

Alexandria Muller, University of California at Santa Barbara
Victor Corona, University of California at Santa Barbara
Ron Skinner, MOXI, The Wolf Museum of Exploration + Innovation
Tarah Connolly, MOXI, The Wolf Museum of Exploration + Innovation
Danielle Boyd Harlow, University of California at Santa Barbara

STRAND 7: Pre-service Science Teacher Education
Accessing Funds of Knowledge to Enhance Instruction
4:20 PM – 5:50 PM
Salon A

Presider:
Sibel Erduran, University of Oxford

Pre-service Science Teachers’ Understanding of Instruction for Diverse Learners: A Focus on Funds of Knowledge

Stacey L. Carpenter, University of California, Santa Barbara
Erik Arevalo, University of California, Santa Barbara
Meghan Macias, University of California, Santa Barbara
Alexandria K. Hansen, Fresno State University
Leslie Bushong, University of California, Riverside
Susann Pinter, University of California, Davis
Elisa M. Stone, University of California, Berkeley
Julie A. Bianchini, University of California, Santa Barbara

Funds of Knowledge in Making: Re-envisioning Maker Education in STEM Teacher Preparation

Myunghwan Shin, California State University, Fresno
Jane J. Lee, Michigan State University

Attention to Students’ Cultural Funds of Knowledge within Pre-service Teachers’ Lesson Plans

Kirby Whittington, Florida State University
Miray Tekkumru Kisa, Florida State University
Sherry A. Southerland, Florida State University

Pre-service Elementary Teachers’ Science Teacher Science Teaching Beliefs: Influence of Science Learning and Teaching Experiences

Saiqa Azam, Memorial University of Newfoundland
Deepika Menon, Towson University

Exploring How Early Classroom Teaching Experiences Help Develop a Teacher Identity in Undergraduate Science Students

Megan Beckham, University of Nevada, Reno
Mandi Collins, University of Nevada, Reno
Elizabeth X. De Los Santos, University of Nevada, Reno

Attention to Students’ Cultural Funds of Knowledge within Pre-service Teachers’ Lesson Plans

Kirby Whittington, Florida State University
Miray Tekkumru Kisa, Florida State University
Sherry A. Southerland, Florida State University

Pre-service Elementary Teachers’ Identity Development in Learning to Teach Science: A Multi-site Case Study

Deepika Menon, Towson University
Saiqa Azam, Memorial University of Newfoundland

STRAND 7:
Pre-service Science Teacher Education

Pre-service Teachers’ Identities and Beliefs
4:20 PM – 5:50 PM
Salon B

Presider:
Ryan Coker, Florida State University

“More than I thought I would”—Effect of an NGSS-aligned Biology Content Course on Pre-service Elementary Teachers’ Self-Efficacy and Related Self-Perceptions

Darcy M. Ronan, Sacred Heart University

STRAND 8:
In-service Science Teacher Education

Engineering Practices to Support NGSS
4:20 PM – 5:50 PM
Pearl

Presider:
Nidaa Makki, The University of Akron

A Mixed Methods Study of the Impact of Engineering PD on Teachers’ Motivation & Practices

Nidaa Makki, The University of Akron
Kristin L. Koskey, The University of Akron
Wondimu Ahmed, The University of Akron
Tania Jarosewich, Donald P. Visco, The University of Akron
Nicholas Garafolo, The University of Akron
Fourth Grade Feelings—Elementary Teachers’ Affective Experiences in Authentic Engineering Tasks
Merredith D. Portsmore, Tufts University
Jessica Watkins, Vanderbilt University
Rebecca D. Swanson, Tufts University

NGSS Teacher Professional Development to Implement Engineering Practices in Science Instruction
Kimberly B. Christian, Stony Brook University
Angela M. Kelly, Stony Brook University
Monica F. Bugallo, Stony Brook University

PD for Middle School Science Teachers for Integration of 3D Learning using NASA Education Resources
SoonChun Lee, Wichita State University
Daniel Bergman, Wichita State University
Greg Novacek, Wichita State University
Cathy Durano, Wichita State University

STRAND 8: In-service Science Teacher Education
Professional Development to Support Curriculum Design
4:20 PM – 5:50 PM
Columbia

Storytelling for Collaborative STEM Curriculum Development: Negotiating Discourses of Play and Learning
Charlene L. Ellingson, Mankato State
Sue Staats, University of Minnesota
Gillian H. Roehrig, University of Minnesota

Supporting Teachers’ Vision of Science Instruction through Professional Development for Reform-Based Curriculum Materials
Katherine L. McNeill, Boston College
Renee Affolter, University of Massachusetts, Amherst
Benjamin R. Lowell, Boston College
Casandra Gonzalez, Boston College
Kevin Cherbow, Boston College

STRAND 10: Curriculum, Evaluation, and Assessment
Novel Approaches to Science Assessment
4:20 PM – 5:50 PM
Salon I

A Framework to Conceptualize Machine Learning-based Science Assessments
Xiaoming Zhai, Michigan State University
Kevin C. Haudek, Michigan State University
Lehong Shi, East Lansing
Ross H. Nehm, Stony Brook University, SUNY
Mark Urban-Lurain, Michigan State University

Accessible NGSS Assessment: Technology-Based Innovative Methodologies for Multidimensional Teaching and Learning
Heather K. Harkins
Laura J. Wright
Rebecca Kopriva
Linda Malkin
Blake Myers
Ellyssa Eiring, University of Wisconsin, Madison
Designing Crosscutting Concepts Assessments to Support NGSS Teaching and Learning
Lei Liu, Educational Testing Service
Dante Cisterna, Educational Testing Service
Cindy E. Hmelo-Silver, Center for Research on Learning & Technology
Abeera Rehmat
Karyn Housh, Indiana University
Shu-Kang Chen, ETS
Peter van Rijn
Aurora Edith Graf, Educational Testing Service

Gary Weiser, WestEd
Brian D. Gane, University of Illinois at Chicago
Christopher J. Harris, WestEd
James Pellegrino
Sania Z. Zaidi, University of Illinois at Chicago

STRAND 11: Cultural, Social, and Gender Issues
Establishment and Maintenance of Black STEM Community Institutions
4:20 PM – 5:50 PM
Salon H
Establishing a Black STEM Expert Community during the 20th Century
Charnell Long, University of Wisconsin, Madison

Exploring STEM Afro-Futurites through the Narratives of HBCU Educated Black Women Scientists
Reanna S. Roby, Michigan State University

And Her Name is Me: Insight Behind the Meaning of Being a Black Woman in Undergraduate STEM Education
Terrell R. Morton, University of Missouri, Columbia

Creating a Culturally Relevant Digital Sphere for Black and Brown Youth
Justin Shaifer, Columbia University

STRAND 11: Cultural, Social, and Gender Issues
Renegotiating Multiculturalism & Multilingualism in Science Education
4:20 PM – 5:50 PM
Salon G
Presider:
Bhaskar Upadhyay, University of Minnesota

Addressing Cultural Validity in Science Assessments for English Learners: A Guiding Framework
Preetha K. Menon, Stanford University

An Apprenticeship Model for Culturally Responsive STEM Research in Pacific Island Cultures
Tobias Irish, University of Hawaii at Hilo
Joseph Genz, University of Hawaii at Hilo
Cheryl Sanguez, University of Guam
Marata Tamaira, University of Hawaii at Hilo
Dwayne Anefal, University of Hawaii at Hilo
Yubee Isaac, University of Hawaii at Hilo

An Asset-Based Introduction to Multilingualism: Effects on Student Attitudes and Beliefs about Science
Catherine Lemmi, California State University, Chico
Formative Interventions for Expansive Teacher Learning in Multilingual Science Education: Change Laboratories for Practice Transformation

Sara Salloum, University of Balamand
Saouma B. Boujaoude, American University of Beirut
May Antoun, University of Balamand

STRAND 13:
History, Philosophy, Sociology, and Nature of Science
Learning of NOS
4:20 PM – 5:50 PM
Portland

Presider:
Isha DeCoito, Western University

International Collaborative Investigation of Third Grade Students’ Understandings of Scientific Inquiry

Judith S. Lederman, Illinois Institute of Technology
Norman G. Lederman, Illinois Institute of Technology
Selina L. Bartels, Valparaiso University
Juan Jimenez, Illinois Institute of Technology

Talk is Cheap: Could Changing our Metaphors of Teaching and Learning Actually Help Enhance our Teaching?

Glenn Dolphin, University of Calgary

Undergraduates’ Grounded Critique of Knowledge Claims in Socioscientific Decision Making

Won Jung Kim, Michigan State University
Alicia C. Alonzo, Michigan State University

STRAND 14:
Environmental Education
Environmental Education—Learner’s Perspective
4:20 PM – 5:50 PM
Eugene

Presider:
Alexandra T. Gillis, Brooklyn College

Developing Socioscientific Perspective Taking

Mark H. Newton, East Carolina University
Dana L. Zeidler, University of South Florida

Environmental Education as a Chance to Foster the Motivation Towards Learning Science?

Mona L. Schönfelder, University of Bayreuth
Franz X. Bogner, University of Bayreuth

Student Agency and Climate Science: Legitimacy, Saliency, and Credibility in Place Based Education

Alexandra T. Gillis, Brooklyn College
Jennifer Adams, University of Calgary
Brett Branco, Brooklyn College

Synergizing Science Communities in Project X: Curriculum X for Public Health Citizenship

Katherine R. Bruna, Iowa State University
Lyric Bartholomay, University of Wisconsin, Madison
Mentor/Mentee Nexus
6:00 PM – 7:00 PM
Mt. Hood

Research Interest Group (RIG) Meetings
6:00 PM – 7:00 PM

Continental and Diasporic Africa in Science Education (CADASE) RIG
Salon I – Lower Level

Contemporary Methods for Science Education Research RIG
Salon H – Lower Level

Award Ceremony & Presidential Reception
7:00 PM – 9:30 PM
Salon E & F – Lower Level/Ballroom Foyer

Light appetizers will be served. Cash bar.
Mind and Sole
6:00 AM – 7:15 AM
Off-site
This event is not sponsored or endorsed by NARST

Conference Registration
8:00 AM – 4:30 PM
Ballroom Foyer – Lower Level

Concurrent Session 3
8:30 AM – 10:00 AM

External Policy And Relations Committee
Admin Symposium-Research Practice Partnerships: Collaborations toward Equitable STEM Education Research, Reform, and Implementation
8:30 AM – 10:00 AM
Mt Hood
Research Practice Partnerships: Collaborations toward Equitable STEM Education Research, Reform, and Implementation
Stefanie Marshall, University of Minnesota
Deb Morrison, University of Washington
Philip L. Bell, University of Washington
André E DeLeón, Nevada Department of Education
Jamie Rumage, Oregon Department of Education

STRAND 1: Science Learning: Development of Student Understanding
Admin Symposium-Developing Science Literacy and the Potential for Conceptual Change
8:30 AM – 10:00 AM
Salmon
Developing Science Literacy and the Potential for Conceptual Change
Keri-Anne Croce, Towson University
Marcia J. Watson-Vandiver, Towson University
Huili Hong, Towson University
Renee Rice-Moran, East Tennessee State University
Bridget T. Miller, University of South Carolina
Christie Martin, University of South Carolina
Richard Lamb, East Carolina University
Etopio Etopio, University of Buffalo
Jonah B. Firestone, Washington State University Tri-Cities
Calvin S. Kalman, Concordia University

STRAND 1: Science Learning: Development of Student Understanding
Supporting Understanding with Mathematics and Computational Thinking
8:30 AM – 10:00 AM
Columbia
Presider: Kathryn Green, University of Georgia
Effective Algebraic Problem-Solving in Physics Through Activation of Prior-Mathematical Knowledge
Süleyman Tursucu, Radboud University Nijmegen
Erik Barendsen, Radboud University & Open University
Intertwining Three Dimensions: Levels of Performance for Computational Thinking While Using Models of Hydrologic Systems

Kristin L. Gunckel
Daniel L. Moreno, University of Arizona
Beth A. Covitt, University of Montana, SpectrUM Discovery Area
Bess Caplan, Cary Institute of Ecosystem Studies
Judith A. Cooper-Wagoner, University of Arizona
John C. Moore, Colorado State University
Alan R. Berkowitz, Cary Institute of Ecosystem Studies

Multiple Representations in Computational Thinking: A Study of Second Grade Students

Kristina M. Tank, Iowa State University
Tamara J. Moore, Purdue University

Seeing the Forest through the Trees using Network Analysis: Exploring Student Responses to Physics Problems

Mihwa Park, Texas Tech University

Model-Based Science Teaching: Effects on Confidence, Interest, and Attitudes of Female High School Students

Grant Williams, St. Thomas University
John J. Clement, University of Massachusetts
Duy Pham, University of Massachusetts Amherst

Using the Preschool Scientific and Engineering Practices (PreSEP) Instrument to Explore Preschoolers' Engagement with Elements of Modeling Practice

Alison R. Miller, Bowdoin College

STRAND 2: Science Learning: Contexts, Characteristics and Interactions

Modeling and Model-Based Teaching
8:30 AM – 10:00 AM
Hawthorne/Belmont/Laurelhurst

Presider:
Ryan Coker, Florida State University

Modes and Transfer of Authority: Cultural Historical Activity Theory Analysis of Modeling Activities

Hyun-Jung Cha, Seoul National University
YoonJoo Shin, Seoul National University
Chan-Jong Kim, Seoul National University

STRAND 3: Science Teaching—Primary School (Grades PreK-6): Characteristics and Strategies

Analyses of Elementary Pre-service and Inservice Teachers' Use of Crosscutting Concepts in Plans and Enactments
8:30 AM – 10:00 AM
Meadow Lark/Douglas Fir – 3rd Floor

Discussant:
Deborah Hanuscin, Western Washington University

Elementary Pre-service Teachers' Use of the CCCs in Lesson Plans in Two Practice-Based Science Methods Courses

Carrie-Anne Sherwood, Southern Connecticut State University
Amanda Benedict-Chambers, Missouri State University
Deborah L. Hanuscin, Western Washington University
Investigating Elementary Pre-service Teachers’ Implicit use of CCC’s Overtime through Lesson Planning

Tina Vo, University of Nevada, Las Vegas
Nicole Thomas, University of Nevada, Las Vegas

Inservice Teachers’ Use of Crosscutting Concepts in Planning for 3D Elementary Learning

Anna Maria Arias, Kennesaw State University
Brendan E. Callahan, Kennesaw State University
Michael Dias, Kennesaw State University
Karen Kuhel, Kennesaw State University

Reference to CCCs in Conversation Supporting an Integrated STEM Elementary Unit

Sarah J. Fick, University of Virginia
Jennifer Chiu, University of Virginia
Kevin W. McElhaney, SRI International

STRAND 4:
Science Teaching—Middle and High School (Grades 5-12): Characteristics and Strategies

Secondary Science Teaching in the US: Current Status, Trends over Time, and Factors Affecting Instruction

8:30 AM – 10:00 AM
Salon E

Secondary Science Teaching in the US: Current Status, Trends over Time, and Factors Affecting Instruction

Eric R. Banilower, Horizon Research, Inc.
Peggy J. Trygstad, Horizon Research, Inc.
Laura M. Craven
Patrick S. Smith, Horizon Research, Inc.

STRAND 5:
College Science Teaching and Learning (Grades 13-20)

Affordances for Students’ Literacy and Engagement in Postsecondary Biology
8:30 AM – 10:00 AM
Salon D

Presider:
Andy Cavagnetto, Washington State University

Case Study Pedagogy and Learning Outcomes: A Framework for Teaching Biology with Narratives

Ally Hunter, University of Massachusetts, Amherst
Melissa Zwick, Stockton University

Developing Learning Progression for Botanical Literacy and Measuring Learning Gains: Construct Modeling Approach

Pongprapan Pongsophon, Kasetsart University, Bangkok, Thailand
Artitaya Jituafua, Suratthani Rajabhat University, Suratthani, Thailand

Exploring Approaches to Engaging Undergraduates in Research: Differential Impacts on Students’ Self-efficacy and Science Skills

Kelly M. Schmid, Syracuse University
Jason R. Wiles, Syracuse University

Exploring Peer Learning Assistants’ Impact on Student Performance and Perceptions in an Undergraduate Biology Course

Brittney A Ferrari, University of Georgia
Jonathan Dees, University of Georgia
Norris Armstrong, University of Georgia
Kristen Miller, University of Georgia
Julie M. Kittleson, University of Georgia
STRAND 5: College Science Teaching and Learning (Grades 13-20)
Investigating Faculty Change
8:30 AM – 10:00 AM
Salon C

Presider:
Jana L. Bouwma-Gearhart, Oregon State University

A Close Look at Change: Understanding Factors that Shape Instructor Evolution during Instructional Reform Efforts
Katelyn Southard, University of Arizona
Jonathan Cox, University of Arizona
Young Ae Kim, University of Arizona
Jazmin Jurkiewicz, University of Arizona
Lisa Elfring, University of Arizona
Paul Blowers, University of Arizona
Vicente A. Talanquer, University of Arizona

Are Faculty Changing? Sampling Effects on Measures of Instructor Adoption of Evidence-based Teaching Practices
Justin A. Goodridge, Stony Brook University
Lucy H. Gordon, Stony Brook University
Ross H. Nehm, Stony Brook University, SUNY
Gena C. Sbeglia, Stony Brook University

Re-thinking Notions of Change and Learning as Ontological Work in College Instructors’ Professional Development
Sophia (Sun Kyung) Jeong, University of Georgia
Paula Lemons, University of Georgia

STRAND 6: Science Learning in Informal Contexts
Family Engagement in Informal Science Experiences
8:30 AM – 10:00 AM
Salon F

Presider:
Scott A. Pattison, TERC

“I have a Gut Feeling about this” Adult Engagement with SSI in Daily Life
Keren E. Dalyot, Technion Israel Institute of Technology
Ayelet Baram-Tsabar, Technion–Israel Institute of Technology

Building the Cultural Wealth of Parents to Support Science Career Aspirations of Youth
Megan Ennes, University of Florida
M. Gail Jones, North Carolina State University
Emily M. Cayton, Campbell University
Katherine Chesnutt, North Carolina State University
Pamela Huff, North Carolina State University

Family Matters: A Mixed-Methods Study of Everyday Science Talk and STEM Identity Development
Remy Dou, Florida International University
Heidi Cian, Florida International University

Using Question Prompts to Support Families’ Embodied Sensemaking and Reasoning in a Water Quality Workshop
Lucy R. McClain, Pennsylvania State University
Yu-Chen Chiu, Pennsylvania State University
Heather Toomey Zimmerman, Pennsylvania State University
STRAND 7: Pre-service Science Teacher Education

Context-Dependent Approaches to Partnering with Mentor Teachers: Supporting Novice Teachers Ambitious Science Teaching
8:30 AM – 10:00 AM
Salon A

Discussant: Matthew Kloser, University of Notre Dame
Presider: Todd Campbell, University of Connecticut

Context-Dependent Approaches to Partnering with Mentor Teachers: Supporting Novice Teachers Ambitious Science Teaching
Todd Campbell, University of Connecticut
Jessica J. Thompson, University of Washington
David Stroupe, Michigan State University
Mark Windschitl, University of Washington
Scott McDonald, Pennsylvania State University
April Lynn Luehmann, University of Rochester
Lisa Lundgren, University of Connecticut
J. Brian Hancock, Alma College
Sara Hagenah, Boise State University
Matthew Kloser, University of Notre Dame

What Matters? Influence of Quality and Quantity of Learning Opportunities in Pre-service Physics Teacher Education
Dustin Schiering, Leibniz Institute for Science and Mathematics Education (IPN Kiel)
Stefan Sorge, Leibniz Institute for Science and Mathematics Education (IPN Kiel)
Knut Neumann, Leibniz Institute for Science and Mathematics Education (IPN Kiel)

Engaging in the Science Practices: Pre-service Elementary Teachers’ Experiences and Lesson-Planning in a Physics Course
Todd Campbell, University of Connecticut
Jessica J. Thompson, University of Washington
David Stroupe, Michigan State University
Mark Windschitl, University of Washington
Scott McDonald, Pennsylvania State University

Creating Coherent Connections to Support STEM: Utilizing Design in a Teacher Education Program
Ibrahim Delen, Usak University
Consuelo J. Morales, Michigan State University CREATE for STEM Institute
Joseph S. Krajcik, Michigan State University

Choosing to Teach Physics: Faculty and Student Perspectives
Lauren Madden, The College of New Jersey
Susan C. Eriksson, Virginia Tech
Nathan Magee, The College of New Jersey, Physics Department
AJ Richards, The College of New Jersey
Marissa E. Bellino, The College of New Jersey
Desaree Vaughan, The College of New Jersey

STRAND 7: Pre-service Science Teacher Education

Retaining Pre-service Physics Teachers
8:30 AM – 10:00 AM
Salon B

Presider: Angela Fitzgerald, University of Southern Queensland
STRAND 8: In-service Science Teacher Education
Context in Professional Development
8:30 AM – 10:00 AM
Pearl

Presider:
Casandra Gonzalez, Boston College

Bring Your Own Context: Personalization of High-School Science Teachers' Professional Development
Ron Blonder, The Weizmann Institute of Science
Bat-Shahar Dorfman, Weizmann Institute of Science
Bronwyn Terrill, Garvan Institute of Medical Research
Kate Patterson, Garvan Institute of Medical Research
Anat Yarden, Weizmann Institute of Science

Examining Elementary Teachers' Pedagogical Perspectives and Agency to Teach Science Through School-Based Science Professional Development
Jessica Lee Chen, Teachers College, Columbia University

The Complexity of Responsiveness: How Professional Development Providers Shape their work with Elementary Science Teachers
Patricia S. Bills, Oakland University
Madhura Kulkarni, Center for Intergrative Natural Science & Mathematics, Northern Kentucky University

What Kind of Active Learning? Examining Intersections of Learner Positioning and Engagement in Professional Development
Patrick J. Enderle, Georgia State University
Jennifer Schellinger, Florida State University
Claudia Hagan, Georgia State University
Ozlem Akcil Okan, Florida State University
Ellen M. Granger, Florida State University
Todd Bevis, Florida State University

STRAND 11: Cultural, Social, and Gender Issues
Critical Views of Science Education Research in Linguistically and Culturally Diverse Contexts
8:30 AM – 10:00 AM
Salon I

Discussant:
Maria Varelas, University of Illinois at Chicago

Presider:
Sara E. Wilmes, University of Luxembourg

Critical Views of Science Education Research in Linguistically and Culturally Diverse Contexts
Helen Douglass, University of Tulsa
Semiha Gun-Yildiz, University of Massachusetts, Dartmouth
Minjung Ryu, Purdue University
Sara Salloum, University of Balamand
Christina Siry, University of Luxembourg
Mavreen Rose S. Tuvilla, Purdue University
Geeta Veerma, University of Colorado Denver
Sara E. Wilmes, University of Luxembourg
Casey E Wright, Purdue University
Maria Varelas, University of Illinois at Chicago
STRAND 11: Cultural, Social, and Gender Issues
Exploring Science Identities through the Lenses of Possible Selves
8:30 AM – 10:00 AM
Salon H

“Now I Actually Enjoy Teaching Science!”
Exploring the Emerging Science Identity of a Veteran Elementary Teacher
Terrance Burgess, Syracuse University

What Makes Science Careers Possible for Undergraduate Science Majors?
Understanding the Roles of Science Capital and Science Outreach
Allison J. Gonsalves, McGill University
Hailey Iacono, McGill University
Alexandre Soares Cavalcante, McGill University
Emily Sprowls, McGill University

Enacting Identities, Imagining Worlds:
How Visions of Possible Selves Shape Science Teacher Planning and Persistence
Stacy Olitsky, Saint Joseph’s University

Negotiating, Resisting and Aligning Narratives about the Future: An Ethnographic Study of Higher Education Science Students' Possible Selves
Katia Kromann, University of Copenhagen
Henriette T. Holmegaard, University of Copenhagen

STRAND 11: Cultural, Social, and Gender Issues
Persistence & Retention Strategies for Underrepresented Populations in STEM
8:30 AM – 10:00 AM
Salon G

Presider:
Gillian U. Bayne, Lehman College of CUNY

New Majority Students’ Challenges in STEM Education and their Coping Strategies to Thrive
Mojtaba Khajeloo, University of Missouri, Columbia
Joinee Taylor, University of Missouri, Columbia
Terrell R. Morton, University of Missouri, Columbia
Marcelle Siegel, University of Missouri, Columbia
Johannes Schul, University of Missouri, Columbia
Charles Nilon, University of Missouri, Columbia

The Effect of Peer Mentoring and Achievement Goals on Persistence for Female Undergraduate STEM Majors
Jennifer Gatz, Stony Brook University
Angela M. Kelly, Stony Brook University
Monica Bugallo, Stony Brook University

The Role of Resilience in the STEM Identities of Post-Secondary Students: A Qualitative Metasynthesis
Karen Benn Marshall, Oakwood University
Sylvia M. James, National Science Foundation
Two-Year STEM Pathways and Transitions across Minority Serving Destinations
Felisha Herrera, San Diego State University
Victoria Rodriguez-Operana, San Diego State University
Marlena Wolfram, Claremont Graduate University/San Diego State University

STRAND 13: History, Philosophy, Sociology, and Nature of Science
Nature of Scientific Practices
8:30 AM – 10:00 AM
Portland
Presider: Sibel Erduran, University of Oxford
Establishing a Framework for the Culture of Scientific Research and Application to Course-based Undergraduate Research
Jessica Dewey, University of Minnesota
Anita Schuchardt, University of Minnesota
Nature of Science and The Nature of The Scientist—Socialization in Scientific Communities
Ashwin Krishnan Mohan, Pennsylvania State University
Gregory J. Kelly, Pennsylvania State University
The Nature of Scientific Explanation (NOSE): A Philosophically-Guided Framework Examining the Nature and Quality of Scientific Explanations
Sahar Alameh, University of Illinois at Urbana, Champaign
Fouad Abd-El-Khalick, University of North Carolina at Chapel Hill
David E. Brown, University of Illinois

STRAND 14: Environmental Education
Place-Based and Community-Based Education
8:30 AM – 10:00 AM
Eugene
Presider: Scott Byrd, Maine Mathematics and Science Alliance
Added Value of Contextualizing Learning about Living Organisms in Schools' Immediate Surroundings
Jean-Philippe Ayotte-Beaudet, Université de Sherbrooke
Pierre Chastenay, Université du Québec à Montréal
Alain Paquette, Université du Québec à Montréal
Michael Giamellaro, Oregon State University - Cascades
Fatima Bousadra, Université de Sherbrooke
Marie-Claude Beaudry, Université de Sherbrooke
Kassandra L'Heureux, Université de Sherbrooke
Estelle Desjarlais, Université du Québec à Montréal
Sophie Perron, Université de Sherbrooke
Co-Constructing a Trans-Systemic Place-Based Environmental Education Model
Meena M. Balgopal, Colorado State University
Deepi Bhatt, Dakshin Foundation
Karishma Modi, Dakshin Foundation
Vani Sreekanta, Dakshin Foundation
Mythreyi Kumaraswamy, Dakshin Foundation
Kartik Shanker, Dakshin Foundation
Naveen Namboothri, Dakshin Foundation
Fostering Relationships between Elementary Students and the More-than-Human World: A Nature Center/School/University Collaboration
Sarah R. Stapleton, University of Oregon
Kathryn Lynch, University of Oregon

Middle School Science Teachers’ Motivations to Implement Place-based Education Curricula about Local Wildlife
Diane Susan Wright, Colorado State University
Meena M. Balgopal, Colorado State University

Science Practice Pathways in Community-Based Environmental Education
Scott Byrd, Maine Mathematics and Science Alliance
Ruth Kermish-Allen, Maine Mathematics and Science Alliance
Alexandria Brasili, Maine Mathematics and Science Alliance

NETWORKING BREAK
10:00 AM – 10:30 AM

Concurrent Session 4
10:30 AM – 12:00 PM

Presidential Symposium
Admin Symposium-Citizen Science—An International and Integrative Look at a Scientific and Educational Method
10:30 AM – 12:00 PM
Meadow Lark/Douglas Fir – 3rd Floor

Ayelet Baram-Tsabari, Technion–Israel Institute of Technology
Joseph L. Polman, University of Colorado, Boulder
Justin Dillon, University of Exeter
Heidi Ballard, University of California Davis
Tali Tal, Technion
Arjen E. J. Wals, Wageningen University, NL
Deborah Tippins, University of Georgia

STRAND 1:
Science Learning: Development of Student Understanding
Engineering Framework
10:30 AM – 12:00 PM
Salmon
Presider: Helen Semilarski, University of Tartu

Assessing Student Learning of Core Ideas and Practices from Participating in an Integrated Engineering Framework
Lawrence Chu, The University of Texas at Austin
Victor D. Sampson, University of Texas at Austin
Todd L. Hutner, The University of Alabama
Richard H Crawford, The University of Texas at Austin
María González-Howard, University of Texas at Austin
Christina L. Baze, University of Texas at Austin
Catherine Riegle-Crumb, University of Texas at Austin
Kindergartners' Engagement in two Epistemic Practices of Engineering: Making Trade-offs and Applying Science

Pamela S. Lottero-Perdue, Department of Physics, Astronomy & Geosciences Towson University
Ming Tomayko, Department of Mathematics Towson University

Promoting and Evaluating Conceptual Development in Early Elementary Science Using Engineering Design and Multimodal Assessment

Christine McGrail, University of Massachusetts Amherst

Eliciting Students’ Abstract and Multidisciplinary Thinking in a Design Review

Jenny P. Quintana Cifuentes, Purdue University
Senay Purzer, Purdue University

STRAND 2: Science Learning: Contexts, Characteristics and Interactions

Characterizing Progression of Computational Thinking Practices as Students Build and Revise Dynamic Models

Tom Bielik, Michigan State University
Emil Eidin, Michigan State University
Israel Touitou, Michigan State University
Joseph S. Krajcik, Michigan State University

Structural Aspects of Student Dynamic Models

A. Lynn Stephens, The Concord Consortium
Steve Roderick, The Concord Consortium

STRAND 2: Science Learning: Contexts, Characteristics and Interactions

Motivation & Self-Efficacy

10:30 AM – 12:00 PM
Hawthorne/Belmont/Laurelhurst

Motivational and Instructional Factors Predicting Performance in Science: A Machine Learning Approach

Wondimu Ahmed, The University of Akron

The Relationships Between Hormones and the Motivation of Adolescents to Learn Science

David L. Fortus, Weizmann Institute of Science
Ella Ofek-Geva, Weizmann Institute of Science
Michal Vinker, Samson Assuta Ashdod Hospital
Tevie Mehlman, Weizmann Institute of Science
**STRAND 4:** Science Teaching—Middle and High School (Grades 5-12): Characteristics and Strategies

**Critical Factors for Effective and Equitable NGSS Science Teaching Practices**

10:30 AM – 12:00 PM
Salon E

**Teachers’ Variable Subject Matter Knowledge and Inquiry-based Instruction**

- **Lyrica Lucas**, University of Nebraska, Lincoln
- **Elizabeth Hasseler**, University of Nebraska, Lincoln
- **Amy Tankersley**, University of Nebraska, Lincoln
- **Elizabeth B. Lewis**, University of Nebraska–Lincoln
- **Brandon Helding**, Boulder Learning, Inc.

**NGSS-aligned Science Lesson Exemplars**

- **Elizabeth Hasseler**, University of Nebraska, Lincoln
- **Elizabeth B. Lewis**, University of Nebraska, Lincoln

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**Connections between Teacher and Classroom Variables and Use of NGSS Scientific Practices**

- **Amy Tankersley**, University of Nebraska, Lincoln
- **Lyrica Lucas**, University of Nebraska, Lincoln
- **Elizabeth B. Lewis**, University of Nebraska–Lincoln
- **Elizabeth Hasseler**, University of Nebraska, Lincoln

**Science Teachers’ Professional Development and its Effect on Inquiry-Based Instruction**

- **Elizabeth B. Lewis**, University of Nebraska, Lincoln
- **Amy Tankersley**, University of Nebraska, Lincoln
- **Elizabeth Hasseler**, University of Nebraska, Lincoln
- **Lyrica Lucas**, University of Nebraska, Lincoln
- **Brandon Helding**, Boulder Learning, Inc.

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**STRAND 4:** Science Teaching—Middle and High School (Grades 5-12): Characteristics and Strategies

**Socioscientific Issues in the Science Classroom**

10:30 AM – 12:00 PM
Salon D

- Presider: **Heidi Cian**, Florida International University
Exploring Science Teachers’ Pedagogical Design Capacity for Citizenship

Ineke Henze-Rietveld, Delft University of Technology
Durdane Bayram-Jacobs, Department of Science Education, Radboud University, Nijmegen, The Netherlands
Erik Barendsen, Radboud University & Open University

Secondary Science Teachers Implementation of a curriculum intervention when Teaching with Global Climate Models

Kimberly Carroll Steward, University of Nebraska, Lincoln
Devarati Bhattacharya, University of Nebraska
Cory T. Forbes, University of Nebraska, Lincoln
Mark Chandler, NASA-GISS Columbia University

The Influence of Context: Comparing High School Students’ Socioscientific Reasoning by Socioscientific Topic

Heidi Cian, Florida International University

What Factors Do Secondary Students Consider when Making Decisions across Multiple Socioscientific Issue Topics

Dawne M. LePretre, Illinois Institute of Technology
Norman G. Lederman, Illinois Institute of Technology

STRAND 5:
College Science Teaching and Learning (Grades 13-20)
Fostering Students’ Communication and Argumentation
10:30 AM – 12:00 PM
Salon C

Presider:
Jessica Karch, University of Massachusetts Boston

Discourse Remixed: Using Interdependency to Shift Science Learning through Talk

Joshua Premo, Utah Valley University
Andy Cavagnetto, Washington State University
Larry Collins, Washington State University
William B. Davis, Washington State University
Erika Offerdahl, Washington State University

Self-efficacy in Scientific Oral Communication: Exploratory Study with Postsecondary Science Students

Caroline Cormier, Cégep André-Laurendeau
Simon Langlois, Cégep Marie-Victorin

The Effect of Argumentative Writing to Promote Nonscience Major Students’ Learning in an Chemistry Course

Claudia P. Aguirre-Mendez, Emporia State University
Ying-Chih Chen, Arizona State University
Takeshi Terada, Arizona State University

The Use of Problem Typology for the Promotion of Argumentation Among Undergraduate Engineers

Randy K. Yerrick, University at Buffalo
Andrew Olewnik, University at Buffalo
Yonghee Lee, University at Buffalo
Amanda Simmons, University at Buffalo
Brian Stuhlmiller, University at Buffalo
STRAND 6:
Science Learning in Informal Contexts
Museum participant experiences
10:30 AM – 12:00 PM
Salon F

Presider:
Katherine Carr Chapman, Vanderbilt University

A New Generation of Science Educators and Communicators: Unexpected Career Aspirations in Museum Program Participants

Kathryn Rende, North Carolina State University
Gail Jones, North Carolina State University
Emma J. Refvem, North Carolina State University
Megan Ennes, University of Florida
Pamela Huff, North Carolina State University

CoP at a Museum to Support Early Childhood Teachers’ Identities as Teachers of Science

Jenny D. Ingber, American Museum of Natural History
Jacqueline Horgan, American Museum of Natural History
Veena Vasudevan, American Museum of Natural History

Embodied Interaction in a Science Museum

Neta Shaby, Ben-Gurion University of the Negev, Israel
Dana Vedder-Weiss, Ben-Gurion University of the Negev, Israel

Impacts of Museum Tour Interpretation on Visitors’ Post-Visit Marine Conservation Behaviors and Transformative Learning

Yi Ting Pan, Institute of Education, National Sun Yat-sen University
Kuay-Keng Yang, National Pingtung University

Zuway-R Hong, National Sun Yat-Sen University
Huann-Shyang Lin, National Sun Yat-Sen University

STRAND 7:
Pre-service Science Teacher Education
Building Pre-service Teacher Capacity through Stakeholders
10:30 AM – 12:00 PM
Salon A

Presider:
Frackson Mumba, University of Virginia

The Elementary Science Partnership: An Evolving School-University Collaboration Around a Pre-service Science Methods Course

Jerome M. Shaw, University of California, Santa Cruz
Samuel Severance, University of California, Santa Cruz

Shifting Teacher Preparation for NGSS: Using a Networked Improvement Community to Promote Change Across Contexts

Michelle L. Sinapuelas, California State University, East Bay
Corinne H. Lardy, California State University, Sacramento

Using Expectation Violation Theory to Determine the Three Stakeholders’ Expectations from the Teaching Experience Course based on Clinical Supervision Model

Tugba Yuksel, Recep Tayyip Erdogan University
Banu Avsar Erumit, Recep Tayyip Erdogan University

MONDAY, MARCH 16, 2020 | 10:30 AM – 12:00 PM
STRAND 7: Pre-service Science Teacher Education
Pre-service Teaching Practices
10:30 AM – 12:00 PM
Salon B
Presider:
Michelle Forsythe, Texas State University

Using Rehearsals with Teacher Educator Feedback to Support Pre-service Teachers’ Vision of Ambitious Science Teaching
Amanda Benedict-Chambers, Missouri State University

Probing The Myth: Are Cognitive Abilities And Modeling Processes Really Related?
Maximilian Göhner, Freie Universität Berlin
Moritz Krell, Freie Universität Berlin

An Investigation of Pre-service Elementary Teachers Reaction to Integrating Computational Thinking in Their Teaching
Diane Jass Ketelhut, University of Maryland
Randy McGinnis, University of Maryland
Kelly M. Mills, University of Maryland
Merijke Coenraad, University of Maryland
Lautaro Cabrera, University of Maryland, College Park
Heather Killen, University of Maryland College Park

Impact of a Phenomenon-Based Science Workshop on Prospective Elementary Teachers’ Science Content Knowledge
Martha M. Canipe, Northern Arizona University
Lucas Mulcahy, Northern Arizona University
Maggie Reid, Northern Arizona University

STRAND 8: In-service Science Teacher Education
Meeting the Content Needs of STEM Educators
10:30 AM – 12:00 PM
Pearl
Presider:
Kathryn N. Hayes, California State University, East Bay

A Needs Assessment of Central California Science Teachers: Professional Development Challenges & Opportunities
Alexandria K. Hansen, Fresno State
Quinn Camara, Fresno State University
Prabhjot Kaur, Fresno State University
Anahi Martinez

Adapting Professional Development for Urban Science Teachers by Foregrounding the Educator’s Perspective
Darrin A Collins, University of Illinois at Chicago
Julio Mendez, University of Illinois at Chicago
Jennifer Olson, University of Illinois at Chicago
Miiri Kotche, University of Illinois at Chicago
Construction of STEM literacy and Chinese Teachers' Understanding

Xiao Huang, Zhejiang Normal University
Sibel Erduran, University of Oxford
Kang Kang Luo, Zhejiang Normal University
Sa Piao Zhang, Zhejiang Normal University

Retaining Science Teachers: A Mixed—Methods Study on the Relationship between Professional Development and Retention

Kathryn N. Hayes, California State University, East Bay
Linda Preminger, Teacher, San Lorenzo District
Christine L Bae, Virginia Commonwealth University

Troy D. Sadler, University of North Carolina at Chapel Hill
Laura Zangori, University of Missouri
Vaille M. Dawson, University of Western Australia

Students' Perceptions of Socio-Scientific Issue-Centered Learning and their Appropriation of Epistemic Tools for Systems Thinking

Li Ke, University of North Carolina, Greensboro
Troy D. Sadler, University of North Carolina at Chapel Hill
Patricia J. Friedrichsen, University of Missouri–Columbia
Laura Zangori, University of Missouri

Developing Systems Thinking through Modeling in the Context of Socio-Scientific Issues among Elementary Learners

Laura Zangori, University of Missouri
Li Ke, University of North Carolina, Greensboro
Troy D. Sadler, University of North Carolina at Chapel Hill

Supporting Socio-Scientific Issues Teaching and Learning with Computational Thinking

Amanda N. Peel, Northwestern University
Patricia J. Friedrichsen, University of Missouri–Columbia
Troy D. Sadler, University of North Carolina at Chapel Hill
**STRAND 11: Cultural, Social, and Gender Issues**

**Grappling with Coming Closer to Equity and Justice in Science Education: Students and Teachers Pondering Identities, Engaging in Multimodal Representations, and Pursuing Critical Hope**

**10:30 AM – 12:00 PM**

**Salon I**

Presider: 
Maria Varelas, University of Illinois at Chicago

Grappling with Coming Closer to Equity and Justice in Science Education: Students and Teachers Pondering Identities, Engaging in Multimodal Representations, and Pursuing Critical Hope

Maria Varelas, University of Illinois at Chicago
David Segura, Beloit College
Eli Tucker-Raymond, TERC
Christopher G. Wright, Drexel University
Rebecca Kotler, University of Illinois at Chicago
Brezhnev Batres, University of Illinois at Chicago
Nina Hike, University of Illinois at Chicago
Darrin Collins, University of Illinois at Chicago
Tiffany Childress Price, University of Illinois at Chicago
James Klock, University of Illinois at Chicago

**STRAND 11: Cultural, Social, and Gender Issues**

**Promoting Inclusion in Culturally and Linguistically Diverse Science Classrooms**

**10:30 AM – 12:00 PM**

**Salon G**

Presider: 
Charnell Long, University of Wisconsin-Madison

"When the Learning Experience is Fun and Sometimes a Challenge, that Intrigues Me": Affirming Science Experiences in a STEM-Focused Urban High School

Noemi Waight, University at Buffalo
Jennifer Tripp, University at Buffalo
Lorenda Chisolm, University at Buffalo

A Critical Discourse Analysis of Disability in a Science Teacher Education Textbook: Implications for Equity

Teresa Shume, North Dakota State University

Case Study of Physics Coursetaking, Contextual Characteristics, and Physics Achievement in Urban Schools

Martin F. Palermo, Stony Brook University
Robert Krakehl, Stony Brook University
Angela M. Kelly, Stony Brook University
Keith Sheppard, Stony Brook University

R is for Resilience and Retention: The Role of Sociocultural Awareness and Affirming Attitudes towards Students

Maria S. Rivera Maulucci, Barnard College
Lisa M. McDonald, Teachers College, Columbia University
Shane Coleman, Teachers College, Columbia University
STRAND 11:  
Cultural, Social, and Gender Issues  
Spaces of Agency: Centering Teacher Agency and Expanding Contexts for Equitable Science Teaching and Learning  
10:30 AM – 12:00 PM  
Salon H  
Discussant:  
Felicia Mensah, Teachers College, Columbia University

Applying Strength-Based Approaches and Re-positing Emergent Bilingual/Multilingual Learners as Epistemic Agents
Shakhnoza Kayumova, University of Massachusetts Dartmouth
Akira Harper, University of Massachusetts Dartmouth

Examining Relational Agency to Understand Teacher Educators’ Professional Growth within the Individual/Collective Dialectic
Christina Siry, University of Luxembourg
Sara Wilmes, University of Luxembourg
Kerstin te Heesen, University of Luxembourg
Sandy Heinericy, University of Luxembourg
Nora Kneip, University of Luxembourg

Spaces of Agency for Pre-service Teachers: Capitalizing on Out-of-School to Develop Culturally-Sustaining Professional Identities
April Luehmann, University of Rochester
Yang Zahng, University of Rochester
Heather Boyle, University of Rochester

Dutch-Caribbean Students’ Formation of Agentic Science Identities through Their Participation in an After-School Program
Theila Smith, University of Groningen, NL
Lucy Avraamidou, University of Groningen, NL
Jennifer Adams, University of Calgary, Canada

Teacher as Bricoleur: Spaces of Agency around Resources and Informal Science Practices
Jennifer Adams, University of Calgary, Canada
LaToya Strong, The Graduate Center, City University of NY
Atasi Das, The Graduate Center, City University of NY
Susan McCullough, Queens College, CUNY

STRAND 13:  
History, Philosophy, Sociology, and Nature of Science  
Nature of Engineering  
10:30 AM – 12:00 PM  
Portland  
Presider:  
Ryan Summers, University of North Dakota

Development of a Nature of Engineering Instrument: Results from Field Tests
Jacob Pleasants, Keene State College
Joanne K. Olson, Texas A&M University
Iliana E. De La Cruz, Texas A&M University
Kristina M. Tank, Iowa State University

Engineering Professional Development with Robotics and Assessment of K-12 Teachers' Understandings of Nature of Engineering
Hasan Deniz, University of Nevada Las Vegas
Ezgi Yesilyurt, University of Nevada, Las Vegas
Erdogan Kaya, University of Nevada, Las Vegas

Science Teachers' Nature of Engineering Knowledge and Instructional Planning
Allison Antink-Meyer, Illinois State University
Anna Maria Arias, Kennesaw State University
STRAND 15:  
Policy  
**Understanding and Supporting STEM Education Improvement Efforts Within Schools and Districts**  
10:30 AM – 12:00 PM  
**Eugene**  
Presider:  
*Carrie D. Allen*, University of North Texas  

Principals as Policy Players: How Leadership Practices Impact Science Instruction  
*Kathryn M. Bateman*, Temple University  
*Scott McDonald*, Pennsylvania State University  

An Emerging Model of Instructional Change Teams  
*Ntiana (Diana) Sachmpazidi*, Western Michigan University  
*Alice Olmstead*, Texas State University  
*Charles R. Henderson*, Western Michigan University  
*Andrea Beach*, Western Michigan University  

Making Sense of Reform: Hybridizing Local and Ideal Instructional Practices  
*William E. Lindsay*, University of Colorado, Boulder  

Science Professional Development and Barriers to Elementary Science Education in a High Need School District  
*Kathleen D. Johnson*, Boston University  
*Peter S. Garik*, Boston University  
*Bruce Anderson*, Boston University  
*Donald DeRosa*, Boston University  
*Caleb Farny*, Boston University  
*Melissa Kaufman*, Boston University  
*Evangeline Stefanakis*, Boston University

**LUNCH**  
12:00 PM – 1:45 PM  
On Your Own

**Concurrent Session 5**  
1:45 PM – 3:15 PM  
**Mt Hood**  
Publications Advisory Committee  
1:45 PM – 3:15 PM  

*Fouad Abd-El-Khalick*, University of North Carolina at Chapel Hill  
*Dana L. Zeidler*, University of South Florida  
*Troy Sadler*, University of North Carolina at Chapel Hill  
*Felicia Moore-Mensah*, Teachers College, Columbia University  
*Elizabeth C. Niswander*, University of Illinois at Urbana, Champaign

**STRAND 1:**  
Science Learning: Development of Student Understanding  
Modeling  
1:45 PM – 3:15 PM  
**Salmon**  
Presider:  
*Cesar Delgado*, North Carolina State University
Fostering Students’ Understanding of Iconic Model Comprehension

Veronika Bille, University of Duisburg Essen
Maria Opfermann, Ruhr-Universität Bochum
Julian Roelle, Ruhr-Universität Bochum
Stefan Rumann, University of Duisburg, Essen

How Modeling can Help Students Condense Meaning Within Language

Daniel K. Capps, University of Georgia
Jonathan Shemwell, The University of Alabama
Ayca K. Fackler, The University of Georgia
Carlson H. Coogler, The University of Alabama
Hong T. Tran, The University of Georgia

Identifying Large Scale Scientific Modeling Practices That Can Organize Scaffolding Strategies for Whole Class Discussions

Maria Cecilia Nunez-Oviedo, University of Conception
John J. Clement, University of Massachusetts

The Affordances of Integrating Crosscutting Concepts and Modeling: Improving Science Learning With a Connective Structure

Ayca K. Fackler, The University of Georgia
Carlson H. Coogler, The University of Alabama
Daniel K. Capps, The University of Georgia
Jonathan Shemwell, The University of Alabama
Hong T. Tran, The University of Georgia

Mon, 3/16/20
1:45 PM – 3:15 PM
Hawthorne/Belmont/Laurelhurst

Gender, Power, and Positioning: Examining Discourse in Middle School Students’ Small Group Engineering Interactions

Jeanna R. Wieselmann, Southern Methodist University
Khomson Keratithamkul, University of Minnesota
Emily A. Dare, Florida International University
Elizabeth A. Ring-Whalen, St. Catherine University
Gillian H. Roehrig, University of Minnesota

Characterizing the Teaching Moves of Engineering Outreach Ambassadors

Karen Miel, Tufts University
Elizabeth Moison, Tufts University
Merredith D. Portsmore, Tufts University
Kelli Paul, Indiana University
Euisuk Sung, Indiana University
Adam V. Maltese, Indiana University

Tracing Links Between Teacher Moves, Student Framing, and Student Learning in a Middle School Classroom

Sherry A. Southerland, Florida State University
Jennifer Schellinger, Florida State University
Lama Jaber, Florida State University
Harini Krishnan, Florida State University
STRAND 3:
Science Teaching—Primary School (Grades PreK-6): Characteristics and Strategies

Elementary Science Instruction in the US: Warning Signs and Ways Forward
1:45 PM – 3:15 PM
Meadow Lark/Douglas Fir – 3rd Floor

Trends in Elementary Science Instruction From 2012 to 2018
Eric R. Banilower, Horizon Research, Inc.

Novice Elementary Science Teachers
Peggy J. Trygstad, Horizon Research, Inc.

Factors that Predict the Extent to Which Elementary Teachers’ Engage Students in the Science Practices
Laura M. Craven, Horizon Research, Inc.

Differences Between Self-Contained and Non-Self-Contained Elementary Science Classes
Patrick S. Smith, Horizon Research, Inc.

STRAND 4:
Science Teaching—Middle and High School (Grades 5-12): Characteristics and Strategies

Teaching for Science Literacy at Scale
1:45 PM – 3:15 PM
Salon E

Discussant:
Joseph Krajcik, Michigan State University

Presider:
Charles W. Anderson, Michigan State University

Designing Curriculum to Support the Literacy Aspects of Science Literacy
Kirsten D. Edwards, Michigan State University
Charles W. Anderson, Michigan State University

Utilizing Three-Dimensional Science Learning and Situated Instruction to Increase the Adoption of Sustainable Knowledge and Practice Among Rural Agriscience Students
Craig Kohn, Michigan State University

Factors Affecting Students’ Learning about Carbon TIME
Qinyun Lin, Michigan State University
Ken Frank, Michigan State University
Charles W. Anderson, Michigan State University

Classroom Discourse and Its Connections to Student Learning
Beth A. Covitt, University of Montana
Christie Morrison Thomas, Michigan State University
Qinyun Lin, Michigan State University
Elizabeth X de los Santos, University of Nevada, Reno
Charles W. Anderson, Michigan State University
Teacher Orientations and Contexts: Making Connections to Classroom Discourse and Student Learning

Christie Morrison Thomas, Michigan State University
Qinyun Lin, Michigan State University
Stefanie Marshall, University of Minnesota
J. Brian Hancock, Alma College
Elizabeth Tompkins, Michigan State University
Charles W. Anderson, Michigan State University

STRAND 4:
Science Teaching—Middle and High School (Grades 5-12): Characteristics and Strategies
Teacher Learning, Efficacy and Practice
1:45 PM – 3:15 PM
Salon D
Presider:
Kathryn Green, University of Georgia

Learning Against All Odds: A Case Study of an Out-of-Field Science Teacher in a Small Rural School
Harleen Singh, University of Georgia
Elana B. Worth, University of Georgia
Julie A. Luft, University of Georgia

Finding One’s Professional Self: Navigating Teacher Identity in the Figured Worlds of Schools
Gail Richmond, Michigan State University
Kraig A. Wray, Michigan State University

Teachers’ Pre-Emptive Instructional Adjustments Based on Awareness of Student Ideas Highlighted in a Learning Progression
Julia Christensen, Michigan State University
Alicia Alonzo, Michigan State University

STRAND 5:
College Science Teaching and Learning (Grades 13-20)
Student Metacognition and Systems Thinking
1:45 PM – 3:15 PM
Salon C
Presider:
FangFang Zhao, University of Minnesota

Impacts of Inquiry-Based Teaching on Undergraduate Students’ Contextualized Problem-solving through the Lens of Systems Thinking
Ya-Chun Chen, National Sun Yat-sen University; Australian Catholic University
Zuway-R Hong, National Sun Yat-sen University; Australian Catholic University
Huann-Shyang Lin, Australian Catholic University; National Sun Yat-sen University

Socio-Hydrologic Systems Thinking: An Analysis of Undergraduate Students’ Operationalization and Modeling of Coupled Human-Water Systems
Diane Lally, University of Nebraska–Lincoln
Cory T. Forbes, University of Nebraska–Lincoln

Supporting Student Generalizable Metacognitive Frameworks for Stem Learning
Regina Barber DeGraaff, Western Washington University
Gabriel Critquit-Matos, Western Washington University
Thanh K. Le, Western Washington University
Perceptions of STEM Students and Alumni on Developing 21st Century Skills

Judy Yehudit Dori, Technion-Israeli Institute of Technology
Rea Lavi, Technion- Israeli Institute of Technology
Marina Tal, Technion- Israeli Institute of Technology

Student Use of Evidence in Constructing Socioscientific Arguments in an Elementary After School Program

Melissa M. Cieto, University of Massachusetts Dartmouth
Stephen B. Witzig, University of Massachusetts Dartmouth

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STRAND 6: Science Learning in Informal Contexts

Informal Science in Afterschool Programs
1:45 PM – 3:15 PM
Salon F

Presider:
Ying-Ting Chiu, The Ohio State University

Authentic STEM Research, Practices of Science, and Interest Development in an Informal Science Education Program

Bobby Habig, American Museum of Natural History; Queens College, City University of New York
Preeti Gupta, American Museum of Natural History

Burmese Youths' Enactment of Critical STEM Literacy Practices in an Afterschool Program

Minjung Ryu, Purdue University
Shannon M. Daniel, Vanderbilt University
Mavreen Rose S. Tuvilla, Purdue University
Casey E Wright, Purdue University

Investigating Productive Science Engagement in an Afterschool Science Program for Resettled Burmese Refugee Youth

Mavreen Rose S. Tuvilla, Purdue University
Minjung Ryu, Purdue University
Casey E. Wright, Purdue University
Shannon M. Daniel, Vanderbilt University

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STRAND 7: Pre-service Science Teacher Education

English Learners and Literacy Integration
1:45 PM – 3:15 PM
Salon A

Presider:
Xiaoxin Lyu, Teachers College Columbia University

The Impact of a Teacher Preparation Intervention on Secondary Pre-service Teachers Beliefs Toward Teaching Science to English Learners with Language and Literacy Integration

Edward G. Lyon, Sonoma State University

Promoting the Discourse of English Learners During the Enactment of Cognitively Demanding Work

Walter Aminger, University of California, Santa Barbara

Learning to Integrate Science-Specific Literacy in Science Teaching: A Study of Elementary Pre-service Teachers

Regina P. McCurdy, University of Central Florida
Su Gao, University of Central Florida
Vassiliki (“Vicky”) I. Zygouris-Coe, University of Central Florida
Katherine Cruz-Dieter, University of Central Florida
Rebeca A Grysko, University of Central Florida
**STRAND 7: Pre-service Science Teacher Education**

*Science Education and Cultural Access*

1:45 PM – 3:15 PM

Salon B

Presider:
Pamela S. Lottero-Perdue, Towson University

Supporting Pre-service Community Teachers in Implementing Culturally Responsive PBL
- Imelda L. Nava, University of California, Los Angeles
- Jaime Park, University of California, Los Angeles, Center X

Issues in Preparing American Indian STEM Teachers
- Regina C. Sievert, Salish Kootenai College/ National Science Foundation
- Joan LaFrance, Mekinak Consulting

Elementary Science Pre-service Teachers’ Perceptions of the Interactions of Science and Culture
- Jordan L. Henley, University of Georgia
- Dorothy Y. White, University of Georgia
- Phaidra Buchanan, University of Georgia
- Julie M. Kittleson, University of Georgia

**STRAND 8: In-service Science Teacher Education**

*Teacher Identity*

1:45 PM – 3:15 PM

Pearl

Presider:
Sage Andersen, University of California, Irvine

Dialogic Investigation of Science Teacher Identity Development: The Case of 3 Career Changers
- Lara Smetana, Loyola University Chicago
- Ali Kushki, Loyola University Chicago

Middle Grade STEM Teachers’ Conceptions and Prioritization of Core Instructional Practices Over Time
- Matthew Kloser, University of Notre Dame
- Matthew Wilsey, Stanford University

Science and Mathematics Teacher Communities of Practice: Social Influences on Discipline-Based Identity and Self-Efficacy Beliefs
- Samuel J Polizzi, Georgia Highlands College
- Yicong Zhu, Stony Brook University
- Brandon Ofoem, University of Missouri, St. Louis
- Sara L. Salisbury, Middle Tennessee State University
- Greg Rushton, Middle Tennessee State University

The Professional Journey of STEM Teachers in Egyptian STEM Schools: Transformation and Identity Evolution in a Time of Transition
- Mohamed A. El Nagdi, University of Minnesota
- Gillian H. Roehrig, University of Minnesota
STRAND 10: Curriculum, Evaluation, and Assessment

Productively Engaging ‘Community’ in Project-Based Learning: Approaches to Supporting Meaningful Science Learning in Formal Classrooms

1:45 PM – 3:15 PM
Columbia

Presider:
Joseph S. Krajcik, Michigan State University

Developing Usable Scientific Knowledge through Community Inspired Project-Based Learning: A Step Towards Science-Based Citizenship

Idit Adler, Tel Aviv University
Consuelo J. Morales, Michigan State University
Irene S. Bayer, Michigan State University
Tali Tal, Technion
Joseph S. Krajcik, Michigan State University

Developing a Partnership Through a Community-Based Participatory Research Approach to Develop, Enact, and Sustain an Equitable and Inclusive Educational Innovation

Irene S. Bayer, Michigan State University
Idit Adler, Tel Aviv University
Consuelo J. Morales, Michigan State University
Ella Greene-Moton, University of Michigan
Stephen Modell, University of Michigan
Tali Tal, Technion
Toby Citrin, University of Michigan
Joseph S. Krajcik, Michigan State University

Why Don't the Irises Make Seeds? Protecting Rare Endangered Species in Our Community

Tali Tal, Technion
Hila Shefet, Technion
Nirit Lavie Alon, Technion

Comparing Three Elementary Teachers' Processes for Engaging with PBL Curriculum that Leverages Place

Emily C. Miller, University of Wisconsin Madison
Cory Susanne Miller, Michigan State University

Anchoring Project-Based Learning Around Our Community: Towards Relevant and Inclusive Science Learning for Elementary Students

Samuel Severance, University of California, Santa Cruz
Emily C. Miller, University of Wisconsin, Madison

STRAND 11: Cultural, Social, and Gender Issues

Learning from Minoritized Youths' Experiences and Promoting Equitable Science Teaching through Research—Practice Partnership

1:45 PM – 3:15 PM
Salon H

Discussant:
Maria Varelas, University of Illinois at Chicago
Presider:
Hosun Kang, University of California, Irvine
Supporting Justice-Oriented STEM Teaching and Learning through Community-Engaged RPPs

Angela Calabrese-Barton, University of Michigan
Kathleen A. Schenkel, Michigan State University
Edna Tan, University of North Carolina at Greensboro

Understanding Minoritized Students' Experience in High School Biology: The Use of Electronic Exit Tickets

Kerri Wingert, University of Colorado at Boulder
William R. Penuel, University of Colorado
Douglas A. Watkins, Denver Public School District

“We Need to Step It Up—We are Basically the Future”: Latinx Young Women doing Chemistry

Jasmine McBeath Nation, University of California, Irvine
Hosun Kang, University of California, Irvine

“Your Job is Always Take Care of Us”: Engaging in a STEM-focused RPP with Refugee Youth

Edna Tan, University of North Carolina at Greensboro
Aerin W. Benavides, The University of North Carolina at Greensboro
Ti’Era D. Worsley, University of North Carolina at Greensboro
Angela Calabrese-Barton, University of Michigan

STRAND 11: Cultural, Social, and Gender Issues

Reconceptualizing the Pathways and Experiences of Women of Color in STEM
1:45 PM – 3:15 PM
Salon G

Presider:
Catherine Quinlan, Howard University

A Tale of Two Tables: Wrestling with Belonging for Women of Color in STEM

Apriel K. Hodari, Eureka Scientific, Inc
Vanessa S Webb, George Mason University
Angela Johnson, St. Mary’s College of Maryland

Self-Efficacy of African American Female Undergraduates in STEM Disciplines

Carmen Bucknor, Oakwood University
Karen Benn Marshall, Oakwood University

Voices of Black Women in College Science Learning Spaces

Renee S. Schwartz, Georgia State University
Melissa Schoene, Georgia State University

Who's Who: "Women of Color" in STEM Education Research

Monica L Ridgeway Miles
ReAnna S. Roby
Charlotte A Agger
Terrell R. Morton, University of Missouri, Columbia
STRAINS 11: Cultural, Social, and Gender Issues
Storied-Identities as a Lens to Studying Science Identity
1:45 PM – 3:15 PM
Salon I

Storied-Identities as a Lens to Studying Science Identity
Amal Ibourk, Florida State University
Lucy Avraamidou, University of Groningen
Theila Smith, University of Groningen
Alison Mercier, University of North Carolina at Greensboro
Akira Harper, University of Massachusetts, Dartmouth
Paul Le, University of Colorado, Denver
Allison J. Gonsalves, McGill University
Anna T. Danielsson, Upppsala University
Henriette T. Holmegaard, University of Copenhagen
Jennifer D. Adams, University of Calgary

Rahmi Q. Aini, Kangwon National University
Jisun Park, Ewha Womans University
Minsu Ha, Kangwon National University
Jun-Ki Lee, Division of Science Education, Chonbuk National University

Investigating Science and Religious Education Teachers’ Perceptions of Argumentation
Sibel Erduran, University of Oxford
Liam Guilfoyle, University of Oxford
Wonyong Park, University of Oxford

Using History of Science (HOS) to Communicate Nature of Science: Multiple Cases of Instructors’ Perspectives
William F. Mccomas, University of Arkansas
Noushin Nouri, University of Texas, Rio Grande Valley

STRAINS 13: History, Philosophy, Sociology, and Nature of Science
NOS and Teachers’ Perceptions
1:45 PM – 3:15 PM
Portland

Presider:
Christine V. Mcdonald, Griffith University

Entwining Scientific Facts and Moral Values in the Case of the Power of Words Experiment
Sein Shin, Chungbuk National University
Arif Rachmatullah, North Carolina State University

Critical Components of Inclusive STEM High Schools and STEM-Focused Elementary School: Opportunities for Vertical Articulation
Erin E. Peters-Burton, George Mason University
Ann House, SRI International
Vanessa L. Peters, Digital Promise
Julie Remold, SRI International

STRAINS 15: Policy
Examining Models of Change in STEM Education
1:45 PM – 3:15 PM
Eugene

Presider:
Sharon J. Lynch, The George Washington University

NARST • 93rd Annual International Conference • March 15–18, 2020
Losing Science: An Examination of NGSS and STEM in Elementary Schools
Joanne K. Olson, Texas A&M University
Jacob Pleasants, Keene State University

Supporting Diverse STEM Students’ University Transfer: Research-Informed Policy Recommendations for Postsecondary Institutions and Policymakers
Stephanie Kay Ramos, Oregon State University
Jana L. Bouwma-Gearhart, Oregon State University
Cindy A. Lenhart, Oregon State University
Rican Vue, University of California, Riverside

Translating Research into Classroom Practice: Examining the Use of Research in Science Education Practitioner Journals (SEPJs)
Joseph A. Taylor, University of Colorado, Colorado Springs
G. Michael Bowen, Mount Saint Vincent University
Patricia Patrick, Columbus State University
Ryan Summers, University of North Dakota
Marcus Kubsch, IPN–Leibniz Institute for Science and Mathematics Education
Abdirizak M. Warfa, University of Minnesota
Asli Sezen-Barrie, University of Maine
Selcen Guzey, Purdue University
Cathy P. Lachapelle, Museum of Science

NETWORKING BREAK
3:15 PM – 3:45 PM

Concurrent Session 6a
Roundtable Session
3:45 PM – 4:45 PM

STRAND 1:
Science Learning: Development of Student Understanding
Strand 1 Roundtable Session
3:45 PM – 4:45 PM
Exhibit Hall

TABLE #5
Cutting-edge Evolution Research in the Hands of High-school Students: Students’ Views of Scientific Inquiry
Bat-Shahar Dorfman, Weizmann Institute of Science
Orna Dahan, Weizmann Institute of Science
Amir Mitchell, University of Massachusetts
Anat Yarden, Weizmann Institute of Science

TABLE #1
Emergence of Student Argumentation
Qingna Jin, University of Alberta
Mijung Kim, University of Alberta
Hye-Gyoung Yoon, Chuncheon National University of Education

STRAND 2:
Science Learning: Contexts, Characteristics and Interactions
Strand 2 Roundtable Session
3:45 PM – 4:45 PM
Exhibit Hall

TABLE #2
Student Experiences in a Problem-Solving Studio
Carmen A. Carrion, Georgia State University
Joseph Ledoux, Georgia Institute of Technology
TABLE #3
Interacting with Luna: Scientific Characters and 3rd Graders’ Construction of Relationships with Science

Deborah Cotta, Universidade Federal de Minas Gerais
Danusa Munford, Universidade Federal do ABC
Elaine S. França, Centro Pedagógico (1-9 grades school) - Universidade Federal de Minas Gerais

TABLE #1
Variations in the Construction of Non-Planned Argumentation in Two Science Classrooms

Danusa Munford, Faculdade de Educacao–Universidade Federal de Minas Gerais
Ana Paula Souto Silva Teles, Faculdade de Educacao–Universidade Federal de Minas Gerais

TABLE #2
The Effects of Flipped Classrooms on Students’ Math and Science Achievement: A Systematic Review

Gary W. Wright, North Carolina State University
Soonhye Park, North Carolina State University

TABLE #2
Overcoming the Teacher-Student Script—Student Persistence in Light of Constraints on Epistemic Data Agency

Julio Jamarillo, University of California, Berkeley
Michelle H. Wilkerson, University of California, Berkeley
Lisette Lopez, University of California, Berkeley, Lawrence Hall of Science

STRAND 3:
Science Teaching—Primary School (Grades PreK-6): Characteristics and Strategies

Strand 3 Roundtable Session
3:45 PM – 4:45 PM
Exhibit Hall

TABLE #3
Psychological Underpinning of Integrative-STEM Education Proposals

R. Bogdan Toma, Universidad de Burgos
Jesús Ángel Meneses Villagrá, Universidad of Burgos

TABLE #3
Just Playing or Future Engineers? Early Engineering and Self-Regulation Capabilities among Young Boys and Girls

Taly Shechter, Bar-Ilan University
Ornit Spektor-Levy, Bar-Ilan University

TABLE #4
Disjunctive Logic in the Language of Science

Shih-Wen Chen, Textbook Research Center, NAER
Chih-Hsiung Ku, National DongHwa University, NDHU
Chih-Chiang Yang, Nationa Ping-Tung University
Pei-Lun HAN, Textbook Research Center, NAER
STRAND 4: Science Teaching—Middle and High School (Grades 5-12): Characteristics and Strategies

Strand 4 Roundtable Session
3:45 PM – 4:45 PM
Exhibit Hall

TABLE #5
The House That STEM Built: Science, Technology, Engineering and Math in the Building/Construction Trades

Grant Williams, St. Thomas University
Eric Hanenberg, George Street Middle School
Kayoe Stewart, Fredericton High School

TABLE #5
Implementation of Active-Learning During STEM Academy for Middle School Science Teachers

Tiffini Ruit-Britton, Southern Methodist University
Elizabeth L. Adams, Southern Methodist University
Leanne R. Ketterlin-Geller, Southern Methodist University

TABLE #6
Implementing Effective Group Work in a Middle School Science Class

Massa Ma, The University of New Mexico
Kathryn Watkins, University of New Mexico
Leila Flores-Duenas, University of New Mexico

TABLE #4
Unpacking the Meaning of Teaching Students to Do Science

Salih Yousef Faraj, Technion–Israel Institute of Technology
Amos Cohn, Oranim, Academic College of Education & Haifa University, and ‘Archimedes Fulcrum’–Academy of Teachers Researchers in Physics, ACHERET Center
Shulamit Kapon, Technion–Israel Institute of Technology

TABLE #6
Fostering Productive NGSS Crosscutting Concept Implementation through Professional Collaboration

Jasmine Marckwordt, University of California, Santa Barbara
Jonathan Boxerman, WestEd
Ashley Iveland, WestEd
Kimberly Nguyen, WestEd
Edward D. Britton, WestEd

STRAND 5: College Science Teaching and Learning (Grades 13-20)

Strand 5 Roundtable Session
3:45 PM – 4:45 PM
Exhibit Hall

TABLE #20
The Success of Failure: Investigating Undergraduate Students’ Experiences of Scientific Failure through a Phenomenological Lens

Sandhya Krishnan, University of Georgia
TABLE #7
Students' Views on Science Learning Environments: Knowledge Generative vs. Knowledge Replicative

Ercin Sahin, University of Iowa
Ali Cikmaz, University of Iowa
Fatma Yaman, Bozok University

TABLE #7
Understanding Biology Teaching Assistants' Pedagogical Concerns: A Study of Undergraduate TAs Over One Academic Year

Hillary A. Barron, University of Minnesota, Twin Cities
Lorelei E. Patrick, Fort Hays State University
Julie C. Brown, University of Florida
Sehoya Cotner, University of Minnesota

TABLE #7
Sexual Selection Instruction: an Evaluation of Relationships Between Theory Pedagogy, Gender Self-stereotyping, and Student Misconceptions

Sarah H. Spaulding, University of Louisville
Linda C. Fuselier, University of Louisville
Laura R. Novick, Vanderbilt University

TABLE #8
The Role of Making in Supporting Undergraduate STEM Education

Edward G. Lyon, Sonoma State University

TABLE #8
Building Student Confidence through Micro-Internships at a Central California Community College

Brae Salazar, BSCS Science Learning
Zoe E. Buck Bracey, BSCS
Mohammed Yahdi, Hartnell College

TABLE #8
Epistemic Analysis of Textbooks in Quantum Mechanics

Ashwin Krishnan Mohan, Pennsylvania State University

STRAND 6:
Science Learning in Informal Contexts
Strand 6 Roundtable Session
3:45 PM – 4:45 PM
Exhibit Hall

TABLE #9
Embedded Assessment Pursuits: Identifying Important, Relevant, Accessible but Hidden Skills of Citizen Scientists

Cathlyn Stylinski, University of Maryland Center for Environmental Science
Veronica Del Bianco, University of Maryland Center for Environmental Science
Karen Peterman, Karen Peterman Consulting, Co.
Andrea Wiggins, University of Nebraska at Omaha
Rachel Becker-Klein, Two Roads Consulting
Tina Phillips, Cornell University

TABLE #9
Brazilian Visitors’ Motivation to a Museum: Psychometric Properties of an Instrument Through Combination of Methods

Ana Cláudia C. Kasseboehmer, University of São Paulo
Rosana F. Martinhão, University of São Paulo
Kenia N. Parra, Federal Institute of Education, Science and Technology of São Paulo
Daniela M. L. Barbato, SEB Institute of Education
TABLE #9
Debating Socio-Scientific Issues on Social Media

Keren E. Dalyot, Technion–Israel Institute of Technology
Ayelet Baram-Tsabari, Technion–Israel Institute of Technology

TABLE #20
Staying in Science: An Examination of Persistence with STEM in Historically Under-Represented Youth

Rachel L. Chaffee, American Museum of Natural History
Preeti Gupta, American Museum of Natural History
Karen Hammerness, American Museum of Natural History
Timothy Podkul, SRI International
Kea Anderson, SRI International
Daniel Princiotta, SRI International
Alexandra Ball, SRI International
Daniela Saucedo, SRI International

STRAND 7: Pre-service Science Teacher Education

Strand 7 Roundtable Session
3:45 PM – 4:45 PM
Exhibit Hall

TABLE #10
How to Give Effective Feedback to Pre-service Teachers about their Representational Competences?

Büsra Tonyali, University of Duisburg-Essen
Mathias Ropohl, University of Duisburg-Essen
Julia Schwanewedel, Humboldt University of Berlin

TABLE #11
Pre-service Teachers’ Ideas about What to assess in Modeling and Filters affecting Modeling-Based Assessment Planning

Young Ae Kim, University of Arizona
J. Steve Oliver, The University of Georgia

TABLE #10
FAVSTE: A Framework for Analyzing Video in Science Teacher Education

Michelle Forsythe, Texas State University
Brett Criswell, West Chester University

TABLE #11
Pre-service Teachers’ Successes and Challenges around Enacting a Social Justice Framework of Science Teaching

Jarod Kawasaki, University of California, Los Angeles
Deborah La Torre, National Center for Research on Evaluation, Standards, and Student Teaching (CRESST)
Imelda L. Nava, University of California, Los Angeles
Jaime Park, University of California, Los Angeles, Center X
Annamarie Francois, University of California, Los Angeles, Center X
TABLE #11
Compare Synchronous and Asynchronous Interaction for Online Science Teacher Preparation
   Jianlan Wang, Texas Tech University
   Yuanhua Wang, Texas Tech University

TABLE #12
Exploring Prospective Teachers' Development of Knowledge for Teaching During their Practicum
   Lu Wang, University of Georgia

TABLE #12
Using Multiple Levels of Representations to Teach Physical and Chemical Change in Science Classrooms
   Funda Savasci-Acikalin, Istanbul University–Cerrahpasa
   Meryem Demir-Guldal, Istanbul University–Cerrahpasa

TABLE #12
Pre-service Teachers' Implementation of NGSS-Aligned and Social Justice-Oriented Science Teaching
   Hildah K. Makori, Iowa State University
   Gale A. Seiler, Iowa State University

TABLE #12
Recruiting and Preparing Diverse STEM Professionals to Become Highly Effective Teachers
   Natalie S. King, Georgia State University
   Christine D. Thomas, Georgia State University

TABLE #13
Community Engaged Scholarship: Mixed Methods Assessment of Self-Efficacy of PSTs in Informal STEM Microteaching PD
   Jacqueline N. Ekeoba, University of Houston
   Paige K. Evans, University of Houston
   Leah Y. McAlister-Shields, University of Houston
   Mariam Manuel, University of Houston
   Ramona C. Mateer, University of Houston

TABLE #13
Leveraging Community Asset Mapping in Pre-service Secondary Science Education
   Kirsten K. Mawyer, University of Hawaii
   Heather J. Johnson, Vanderbilt University

TABLE #13
Experiences in Science and Mathematics Methods Courses and Science Teaching Efficacy
   Sheryl L. McGlamery, University of Nebraska at Omaha
   Bridget A. Franks, University of Nebraska at Omaha
   Saundra L. Shillingstad, University of Nebraska at Omaha

STRAND 8: In-service Science Teacher Education
Strand 8 Roundtable Session
3:45 PM – 4:45 PM
Exhibit Hall

TABLE #14
Knowing Your Coach's Role: Navigating a Coaching Relationship at the Boundaries of STEM Integration
   Justin R. McFadden, University of Louisville
### TABLE #14
**K-8 Teachers Planning for Supporting Sensemaking through Engineering Learning Cycles**

Anna Maria Arias, Kennesaw State University  
Allison Antink-Meyer, Illinois State University

### TABLE #14
**The Role of Self-Talk in Supporting Teachers' Implementation of Inquiry-Based Instruction in High-Need Urban Schools**

Stacy Olitsky, Saint Joseph's University

### TABLE #15
**Teachers' Interpretations and Enactments of Storyline Curriculum**

Casandra Gonzalez, Boston College  
Katherine L. McNeill, Boston College

### TABLE #15
**U.S. and Japanese Middle and High School Science Teachers’ Conceptions of Inquiry-Based Learning Practices**

Noemi Waight, University at Buffalo  
Koichi Furuya, Joetsu University of Education  
Melinda Whitford, University at Buffalo

### TABLE #15
**Linking Science & Literacy for All Learners**

Rachel Lee Juergensen, University of Missouri, Columbia  
William L. Romine, Wright State University  
Jiyung Hwang, University of Missouri, Columbia  
Bill Folk, University of Missouri  
Amy Lannin, University of Missouri, Columbia  
Torrey Palmer  
Delinda van Garderen, University of Missouri, Columbia

### TABLE #16
**Revisiting the Impacts of Science Research Experiences: A Critical Review of RETs, CUREs, and UREs**

Sanlyn Buxner, University of Arizona  
Jessica S. Krim, Southern Illinois University Edwardsville  
Laleh Cote, University of California, Berkeley  
Renee S. Schwartz, Georgia State University  
Elisa Stone, University of California, Berkeley  
Jessica Cleeves, The University of Utah  
Lawrence Horvath, San Francisco State University  
John Keller, University of Colorado  
SoonChun Lee, Wichita State University  
Bryan M. Rebar, University of Oregon

### TABLE #16
**Professional Learning for Leadership Development: Potential Impacts on Science Leadership Practices**

Katy Nilsen, WestEd  
Joshua Valcarcel, WestEd  
Ashley Iveland, WestEd

### TABLE #16
**Multi-Year Study of Science Teachers PD through Classroom Observation**

Hiya M. Almazroa, Princess Nourah Bint Abdulrahman University (PNU)  
Fahad S. Al-Shaya, University of Pittsburgh  
Eman M. Alrwythy, Alemam Mohammed Bin Saud University
TABLE #17
Teacher Beliefs and Practice within the Context of an Intensive Teacher STEM Professional Development

Elizabeth L. Adams, Southern Methodist University
Tryna Knox, Southern Methodist University
Cassandra Hatfield, Southern Methodist University
Leanne R. Ketterlin-Geller, Southern Methodist University

TABLE #17
Examining Teacher Leadership as a Model for Improvement in Science Education

Sheree Wilson, University of Mississippi
Brooke A. Whitworth, University of Mississippi
Shelby A. Watson, University of Mississippi

STRAND 9: Reflective Practice
Strand 9 Roundtable Session
3:45 PM – 4:45 PM
Exhibit Hall

TABLE #1
Development of a Questionnaire on Teachers’ Knowledge of Argument as an Epistemic Tool

William E. Hansen, University of Iowa
Jihyun Hwang
Chenchen Ding, The University of Iowa
Jee Kyung Suh, University of Alabama
Brian M. Hand, University of Iowa
Gavin W. Fulmer, University of Iowa

TABLE #18
Evaluating Intercultural STEAM Program in Australia-Korea Contexts: Teachers’ Attitudes and Beliefs towards STEAM

Hye-Eun Chu, Macquarie University
Sonya N. Martin, Seoul National University

TABLE #18
Fiction, Faction and Action: A Pedagogic Fusion to Teaching Science

Deb J. McGregor, Oxford Brookes University

TABLE #18
Lived Experiences of Secondary Science Teachers: Grounding Science Education in the Host Culture and Place

Sheri Fitzgerald, University of Hawaii at Manoa

STRAND 10: Curriculum, Evaluation, and Assessment
Strand 10 Roundtable Session
3:45 PM – 4:45 PM
Exhibit Hall

TABLE #19
Integrated STEM+ Computational Thinking Curriculum: Developments in an Underrepresented Community After-School Program for Girls

Henriette D. Burns, Washington State University
Samantha Murphy, Southern Illinois, University Edwardsville
Matt Johnson, SIUE STEM Center
Georgia Bracey, Southern Illinois University, Edwardsville
Mark McKenney, Southern Illinois University, Edwardsville
Ann Vogel, iBio Institute
Sharon Locke, Southern Illinois University, Edwardsville
TABLE #19
Developing Thai Students’ Understanding of Light and Color Using Formative Assessment and 6E Learning Cycle: Rasch Analysis

Pongprapan Pongsophon, Kasetsart University
Chatree Faikhamta, Kasetsart University
Jeerawan Ketsing, Kasetsart University
Chun-Yen Chang, National Taiwan Normal University
Peiling Lin, National Taiwan Normal University

TABLE #19
Rethinking the Impact of Inquiry-Based Instruction on Student Achievement: Evidence from PISA 2015

Sara J. Dozier, Stanford University

STRAND 11: Science Learning: Development of Student Understanding

Strand 11 Roundtable Session
3:45 PM – 4:45 PM
Exhibit Hall

TABLE #20
“Big Ole Geeks”: A Discourse of Black Female Representation in STEM Media

Raven Baxter, University at Buffalo

TABLE #21
Case Studies of High School Biology Science Teachers’ Experiences Teaching about Race and Racism

Bhaskar Upadhyay, University of Minnesota

TABLE #21
Exploring the Lived Experiences and Narratives of the African American Gullah Geechee Peoples to Create Culturally Relevant STEM Curriculum

Catherine Quinlan, Howard University, School of Education

TABLE #24
Factors Influencing Biology Majors’ Persistence in their Degree

Jennifer L. Idema, Texas State University
Kristy L. Daniel, Texas State University
Shetay Ashford, Texas State University
Dana Garcia, Texas State University

TABLE #22
Noticing Whiteness in Science Education: Using Critical Whiteness Scholarship to Achieve Equity in Science

Jonathan D. McCausland, The Pennsylvania State University

TABLE #22
On Being a Person of Color in a STEM Graduate Program: Experiences of Assimilating into the Culture of Science

Renee S. Schwartz, Georgia State University
Megan Grunert Kowalske, Western Michigan University

TABLE #22
Race-Oriented Lectures Study: Racial Socialization and Bias Preparation for Black Students

Henry Hane, Indiana University–Purdue University, Indianapolis
Jomo W. Mutegi, Indiana University–Purdue University, Indianapolis
Lance Howard, Indiana University
TABLE #23
STEM Faculty Efforts in Pedagogical Innovations: An Example in Biology

Melo-Jean Yap, San Diego State University
Felisha Herrera, San Diego State University

TABLE #21
The Role of Indigenous Knowledge in Enhancing Science Concept Formation through Inquiry-Based Learning

Umesh Ramnarain, University of Johannesburg

TABLE #23
Translanguaging with Three Languages and Multimodal Interactions: English Learners’ Science Experiences at a STEM-Focused School

Jennifer Tripp, University at Buffalo
Noemi Waight, University at Buffalo

TABLE #24
Urban STEM Education Successes in the Bronx: Moving Away from the Deficit Mode

Judith Gouraige, NYCDOE and Stony Brook University

TABLE #24
Words Matter: A Queer Theory Analysis of Anatomy/Physiology Textbooks

Harshini Sirvisetty, University of Louisville
Katherine E. Ray King, University of Louisville
Linda C. Fuselier, University of Louisville

STRAND 12: Educational Technology
Strand 12 Roundtable Session
3:45 PM – 4:45 PM
Exhibit Hall

TABLE #25
Textbook and Virtual Reality as a Means to Promote Scientific Writing

Richard Lamb, East Carolina University
Jing Lin, Beijing Normal University
Brian M. Hand, University of Iowa
Amanda Kavner, University at Buffalo
Douglas Hoston, University at Buffalo

TABLE #25
Engineering Students Perceived Innovative Thinking and Actual Innovation in Face-to-Face and Online Settings

Maya Usher, Technion
Miri I. Barak, Technion–Israel Institute of Technology

TABLE #25
Supporting Chemistry Learning through Augmented-Reality—A Glimpse on Usability and Cognitive Load

Sebastian Keller, Universitiy of Duisburg-Essen
Stefan Rumann, University of Duisburg-Essen
STRAND 13: History, Philosophy, Sociology, and Nature of Science
Strand 13 Roundtable Session
3:45 PM – 4:45 PM
Exhibit Hall

TABLE #26
Analyzing Science Education as a “Construction Site for Science” Using Latour’s Collective of Humans and Non-Humans
   Donald J. Wink, University of Illinois, Chicago

TABLE #26
Visualizing Connections between Nature of Science and Engineering
   Jeffrey Radloff, SUNY Cortland
   Brenda Capobianco, Purdue University

TABLE #26
Evidence and Rationale for Expanding The Views of Nature of Science Questionnaire
   Ryan Summers, University of North Dakota
   Fouad Abd-El-Khalick, University of North Carolina at Chapel Hill
   Jeanne Brunner, University of Massachusetts, Amherst

TABLE #17
Using Children’s literature in the Middle School Science Class to Teach Nature of Science: Pre-service Teachers’ Development of Sources
   Banu Avsar Erumit, Recep Tayyip Erdogan University
   Valarie L. Akerson, Indiana University

STRAND 14: Environmental Education
Strand 14 Roundtable Session
3:45 PM – 4:45 PM
Exhibit Hall

TABLE #13
Arts Integrated Environmental Education Professional Development
   Lauren Madden, The College of New Jersey
   Louise Ammentorp, The College of New Jersey
   Carolina Blatt, The College of New Jersey
   Dana Kneis, Ridgewood High School

STRAND 15: Policy
Strand 15 Roundtable Session
3:45 PM – 4:45 PM
Exhibit Hall

TABLE #23
STEM Education as a District-Wide Innovation: A Cross-Case Analysis of Three School Districts
   Tamara Holmlund, Washington State University Vancouver
   Kristin S. Huggins, Washington State University
Concurrent Session 6b
Poster Session
4:45 PM – 5:45 PM

STRAND 1:
Science Learning: Development of Student Understanding
Strand 1 Poster Session
4:45 PM – 5:45 PM
Exhibit Hall

P1:
Ayca K. Fackler, The University of Georgia

P2:
Developing and Validating a Learning Progression for Computational Thinking in Earth and Environmental Systems
Beth A. Covitt, University of Montana, SpectrUM Discovery Area
Kristin L. Gunckel, University of Arizona
John C. Moore, Colorado State University
Alan R. Berkowitz, Cary Institute of Ecosystem Studies
Bess Caplan, Cary Institute of Ecosystem Studies
Judith A. Cooper-Wagoner, University of Arizona
Michael Jahnke, University of Montana
Daniel L. Moreno, University of Arizona

P3:
Investigating Groundwater: 7th-Grade Students’ Mapping Models to Phenomena
Holly White, University of Nebraska, Lincoln
Diane Lally, University of Nebraska, Lincoln
Cory T. Forbes, University of Nebraska, Lincoln

P4:
Socio-Scientific Issues to Engage Students in Claims, Evidence and Reasoning
Sissy S. Wong, University of Houston
Jie Zhang, University of Houston
Jennifer Donze, University of Houston
Jackie Relyea, North Carolina State University
Ma Glenda Wui, University of Houston

STRAND 2:
Science Learning: Contexts, Characteristics and Interactions
Strand 2 Poster Session
4:45 PM – 5:45 PM
Exhibit Hall

P5:
Applying Conjecture Mapping to Analyze Children’s Use of Science Practices in Story-Driven Investigations
Kyungjin Cho, Pennsylvania State University
Julia Plummer, Pennsylvania State University

P6:
Youth Social Interactions in Informal Makerspaces: What are the Pedagogical Implications for Supporting Productive Collaborations?
Ti’Era D. Worsley, University of North Carolina at Greensboro
Edna Tan, University of North Carolina at Greensboro
Sara Heredia, The University of North Carolina Greensboro

P7:
Children Arguing in Science Lessons Over Time: The Discursive Construction of Evidence Use
Luiz Gustavo Franco Silveira, Universidade Federal de Minas Gerais (Brazil)
Danusa Munford, Universidade Federal de Minas Gerais
P8:
Design-Based Lessons Foster Equity When Integrating Engineering Into Biology Classrooms

Tory H. Williams, University of Maryland, Baltimore County
Christopher R. Rakes, University of Maryland, Baltimore County
Jonathan Singer, University of Maryland, Baltimore County
Jacqueline Krikorian, University of Maryland, Baltimore County
Julie Ross, Virginia Tech

P9:
What Does Engagement Look Like? Secondary Science Teachers’ Reported Evidence of Student Engagement

Vance J. Kite, North Carolina State University
Michelle Nugent, North Carolina State University
Soonhye Park, North Carolina State University
Roger Azevedo, University of Central Florida
Min Chi, North Carolina State University
Michelle Taub, University of Central Florida

P10:
Examining the Integration of Science and Engineering: The Stickiness of Tinkering in an Elementary Classroom

Jennifer Schellinger, Florida State University
Lama Jaber, Florida State University
Sherry A. Southerland, Florida State University

P11:
Multifaceted Effects of Self-efficacy on Taiwanese High School Students’ Learning Engagement

Tzung-Jin Lin, National Taiwan Normal University

P12:
Traces of Ambitious Science Teaching and Science and Engineering Practices in Teachers’ Noticed Moments of Students’ Thinking in a Science Classroom

Sahar Vali, West Virginia University
Melissa J. Luna, West Virginia University

P13:
Threshold Concepts in Novices’ and Experts’ Evolutionary Explanations

Daniela Fiedler, IPN–Leibniz Institute for Science and Mathematics Education
Gena C. Sbeglia, Stony Brook University (SUNY)
Ute Harms, IPN – Leibniz Institute for Science and Mathematics Education
Ross H. Nehm, Stony Brook University (SUNY)

P14:
Teaching and Learning in Makerspaces: Equipping Teachers to Become Equity Oriented Maker Educators

Sara C Heredia, The University of North Carolina Greensboro
Edna Tan, University of North Carolina at Greensboro

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STRAND 3: Science Teaching—Primary School (Grades PreK-6): Characteristics and Strategies
Strand 3 Poster Session
4:45 PM – 5:45 PM
Exhibit Hall

P15: Changing Stigma on Wild Animals: A Qualitative Assessment of Urban Pupils’ Pre- and Post-lesson Drawing
Chi-Chang Liu, National Taiwan University
Meng Wu, National Taiwan University

P16: Exploring the Applicability of Scientific Creativity Assessment Formula: Comparison of Assessments by Subjects
Minju Kim, Seoul National University of Education
Chae-Seong Lim, Seoul National University of Education

P17: Metacognitive Scaffolds for Student Argumentation
Qingna Jin, University of Alberta

P18: Pre-service Early Childhood Teachers’ Views and Suggestions about Successful Implementation of STEM-based Lessons
Ayse Ciftci, Mus Alparslan University
Mustafa S. Topcu, Yildiz Technical University

P19: Telling the Energy Story: Storytelling as a Resource in Science Learning
Panchompoo Wisittanawat, Vanderbilt University
Sara J. Lacy, TERC
Roger G. Tobin, Tufts University

STRAND 4: Science Teaching—Middle and High School (Grades 5-12): Characteristics and Strategies
Strand 4 Poster Session
4:45 PM – 5:45 PM
Exhibit Hall

P20: Assessing the Effectiveness of a Novel Microscopy Technique in Middle School Science Classrooms
Sara P. Raven, Texas A&M University
Emel Cevik, Texas A&M University

P21: Empowerment of a Diaspora Through Science Education: Perspectives from Tibetan Teachers
Ngawang Y. Gonsar, Gustavus Adolphus College

P22: Exploring Chilean In-service Science Teachers’ Understanding about Models and Modeling
Alexis Gonzalez, University of British Columbia
Carla Hernández, Universidad de Santiago de Chile
Damian Ruz

P23: Have the NGSS Changed Science Instruction to Include Engineering? A Review of the Literature
Stephanie D. Teeter, NC State University
P24:  
Introducing Application Based Nanotechnology Modules to High School Students: Results from an Exploratory Pilot  
Tejaswini S. Dalvi, University of Massachusetts  
Martyna Laszcz, Graduate Student

P25:  
Teachers’ Intersection of Computational Thinking and Data Practices to Support Student Data Analysis during Science Investigations  
Erin E. Peters-Burton, George Mason University  
Laura Laclede, George Mason University  
Stephanie Stehle, George Mason University  
Peter J. Rich, Brigham Young University  
Anastasia Kitsantas, George Mason University  
Timothy Cleary, Rutgers University  
Kimberly Mcleod, George Mason University

P27:  
Characteristics of Effective Professional Development for Undergraduate Science Instructors: A Critical Review of the Literature  
Katherine McCance, North Carolina State University  
Soonhye Park, North Carolina State University

P28:  
Chemistry Students’ Understanding of Dissolving and Associated Phenomena: The Case of Sodium Chloride  
James M. Nyachwaya, North Dakota State University  
Krystal Grieger, North Dakota State University

P29:  
College Students’ Perceptions of STEM and Choices of Switching out of Initial STEM Majors  
Youngjin Song, California State University, Long Beach  
Lisa M. Martin-Hansen, California State University, Long Beach

P30:  
Cultivating Water Literacy in Undergraduate STEM Education: Students’ Socio-Scientific Reasoning about Socio-hydrologic Issues  
David C. Owens, Georgia Southern University  
Destini N. Petitt, University of North Carolina-Charlotte  
Diane Lally, University of Nebraska, Lincoln  
Cory T. Forbes, University of Nebraska, Lincoln

STRAND 5:  
College Science Teaching and Learning (Grades 13-20)  
Strand 5 Poster Session  
4:45 PM – 5:45 PM  
Exhibit Hall

P26:  
A Model to Assist in Combatting STEM Graduate Student Imposter Syndrome  
Julianne A. Wenner, Boise State University  
Paul Simmonds, Boise State University  
Megan Frary, Boise State University  
Donna Llewellyn, Boise State University
P31: Do International Teaching Assistants Negatively Impact Student Outcomes in Biology?: A Comparative Study
Zhigang Jia, Middle Tennessee State University
Lisa L. Walsh, University of Michigan

P32: Symbolic-Mathematical Model Comprehension in Physical Chemistry
Ines Komor, University of Duisburg-Essen
Helena Van Vorst, University of Cologne
Elke Sumflet, University of Duisburg-Essen
Julian Roelle, Ruhr-Universität Bochum
Eckart Hasselbrink, University of Duisburg-Essen

P33: The Implications for STEM Retention and Career Aspirations Through a First-Year Biology Seminar
Krista Lucas, University of California, Santa Barbara
Danielle Boyd Harlow, University of California, Santa Barbara

STRAND 6: Science Learning in Informal Contexts
Strand 6 Poster Session
4:45 PM – 5:45 PM
Exhibit Hall

P34: Family Interpretations of Conservation Messaging at an Aquarium Exhibit
Victoria J. Reyes, Texas State University
Jennifer L. Idema, Texas State University
Kristy L. Daniel, Texas State University

P35: Investigating Influences, Affordances & Challenges of a Summer Teen Program
Lara Smetana, Loyola University Chicago
David Bild, Chicago Academy of Sciences
Peggy Notebaert Nature Museum

P36: Linking Family Engagement Activities to Common Learning Outcomes at Touch Tank Exhibits
James F. Kisiel, California State University, Long Beach
Shawn M. Rowe, Oregon State University
Tamara Galvan, Facilities Director, Feiro Marine Life Center

P37: Pedagogical Structures and Student Agency: How do Teachers of After-School Science Clubs Strike a Balance?
David J. Schouweiler, University of North Carolina at Greensboro
Sara Heredia, The University of North Carolina Greensboro
Edna Tan, University of North Carolina at Greensboro

P38: Seeing Social Learning: Using Social Network Analysis to Operationalize Communities of Practice
K.C. Busch, North Carolina State University
Kathryn Green, University of Georgia
Lynn Chesnut, North Carolina State University
Kathryn T. Stevenson, North Carolina State University
STRAND 7: Pre-service Science Teacher Education
Strand 7 Poster Session
4:45 PM – 5:45 PM
Exhibit Hall

P39: A Bridge between Theory and Practice: Field-Based Experiences in Science Teacher Education Programs
Hatice Ozen-Tasdemir, University of Georgia
Julie A. Luft, University of Georgia

P40: Analysis of Secondary Pre-service Science Teachers' Questioning during Microteaching
Elsun Seung, Indiana State University
Eunmi Lee, DePaul University
Aeran Choi, Ewha Womans University
Jinhong Jung, North Carolina Central University

P41: Elementary Pre-service Teachers' Perceptions of Assessment Tasks to Measure Content Knowledge for Teaching about Matter
Dante Cisterna, Educational Testing Service
Jamie N. Mikeska, Educational Testing Service (ETS)
Allison Bookbinder, Teachers College, Columbia University
David L. Myers, University of Georgia
Heena R. Lakhani, University of Washington
Luronne Vaval, Teachers College, Columbia University

P43: Lesson Study Preparing Pre-service Elementary Teachers for Science PBL and Working with Language Minority Children
Peter Rillero, Arizona State University
Ying-Chih Chen, Arizona State University

P44: Learning to Teach for Promoting Cognitive Demand on Student Thinking in Science Classrooms
Miray Tekkumru Kisa, Florida State University
Ryan Coker, Florida State University
Sebnem Atabas, Florida State University

P45: Impacting Pre-service Elementary Teachers through Physical Science Educative Curriculum Materials
Brooke A. Whitworth, University of Mississippi
Lauren Simpson, University of Mississippi
Whitney Jackson, University of Mississippi
Julie James, University of Mississippi
Alice Steimle, University of Mississippi

STRAND 8: In-service Science Teacher Education
Strand 8 Poster Session
4:45 PM – 5:45 PM
Exhibit Hall

P46: Challenges in Professional Development Programs Aiming at Teaching Inquiry Thinking Strategies
Elina Lustov
Anat Zohar, The Hebrew University of Jerusalem
P47:
**Engineering Teacher Pedagogy: Using INSPIRES to Support Integration of Engineering Design in HS Biology Classroom**

Jonathan Singer, University of Maryland, Baltimore County  
Jacqueline Krikorian, University of Maryland, Baltimore County  
Tory H. Williams, University of Maryland, Baltimore County  
Christopher Rakes, University of Maryland, Baltimore County  
Julia Ross, Virginia Tech

Yicong Zhu, Stony Brook  
Gregory Rushton, Middle Tennessee State University

P51:
**CST-Integrated PD to Promote Interdisciplinary Approaches to STEM Education**

Wm. Matthew Reynolds, North Carolina State University  
Soonhye Park, North Carolina State University  
Eric Money, North Carolina State University  
Kyle Bunds, North Carolina State University

**STRAND 10:**  
Curriculum, Evaluation, and Assessment

**Strand 10 Poster Session**

4:45 PM – 5:45 PM  
Exhibit Hall

P48:  
**Teachers’ Beliefs about the Importance and Value of the NGSS Science Practices**

Soonhye Park, North Carolina State University  
Gary W. Wright, North Carolina State University  
Vance J. Kite, North Carolina State University

P49:  
**Collaborative Pedagogical Reasoning of Beginning Science Teachers in a Professional Learning Community**

Aeran Choi, Ewha Womans University  
Soonhye Park, North Carolina State University  
Elsun Seung, Indiana State University

P50:  
**Exploring Relationships amongst Node-Level Variables and Teachers’ Social Networks**

Sara L. Salisbury, Middle Tennessee State University  
Brock Couch, Middle Tennessee State University  
Samuel J. Polizzi, Middle Tennessee State University

Deborah L. Hanuscin, Western Washington University  
Emily J. Borda, Western Washington University  
Josie Melton, Western Washington University  
Jamie N. Mikeska, Educational Testing Service (ETS)
### STRAND 11: Cultural, Social, and Gender Issues

#### Strand 11 Poster Session

**4:45 PM – 5:45 PM**

**Exhibit Hall**

**P54:**

*Development and Validation of a Rating Scale to Assess Modeling Competence*

Anna Beniermann, Humboldt University of Berlin; Institute for Biology
Dirk Krueger, Freie Universitaet Berlin
Annette Upmeier Zu Belzen, Humboldt-Universität Zu Berlin

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**STRAND 12: Educational Technology**

#### Strand 12 Poster Session

**4:45 PM – 5:45 PM**

**Exhibit Hall**

**P57:**

*Computational Experimentation, a Novel Approach in Educational Technology: Analysis of the Science Writing Heuristic*

Richard Lamb, East Carolina University
Jing Lin, Beijing Normal University
Brian M. Hand, University of Iowa
Douglas Hoston, University at Buffalo
Amanda Kavner, University at Buffalo
Jonah B. Firestone, Washington State University, Tri-Cities

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**P58:**

*Pre-service Science Teachers' Perceptions of Teaching and Learning After Using Augmented Reality Applications*

Denise M. Bressler, University of Pennsylvania
Len Annetta, East Carolina University
Marina Shapiro, California State University, Bakersfield

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**P59:**

*Tracing the Development of a Haptically-enabled Science Simulation (HESSs) for Buoyancy*

James Minogue, North Carolina State University
David Borland, UNC–Chapel Hill (RENCI)
Tabitha Peck, Davidson College
Emily Jackson, North Carolina State University
Kern Qi, Davidson College
Niall Williams, University of Maryland, College Park
P60: 
Using a Faculty-developed Documentary to Communicate Chemistry Research to a High School Audience via YouTube

Stephen R. Burgin, University of Arkansas
Michelle J. Childress, University of Arkansas
Hassan Beyzavi, University of Arkansas
Yoshie Sakamaki, University of Arkansas

STRAND 13: 
History, Philosophy, Sociology, and Nature of Science

Strand 13 Poster Session
4:45 PM – 5:45 PM
Exhibit Hall

P61: 
Exploring Physicists’ Views of Scientific Models

Meng-Fei Cheng, National Changhua University of Education
Yi-Wen Huang, National Changhua University of Education
Chien-Yu Lin, National Changhua University of Education

A62: 
Practices, Knowledge, and Nature—Engineering Educators’ Views of the Domains of Engineering Literacy

Brian D. Hartman, Walla Walla University
Randy L. Bell, Oregon State University

P63: 
STEM-based NOS Teaching on 7th Grade Students’ NOS Views

Gunkut Mesci, Giresun University
Eda Erdas, Kastamonu University

P64: 
Training the Trainer: An exploration of a Future Teacher Educator’s NOS and Related Pedagogical Understandings

Bridget K. Mulvey, Kent State University
Jennifer C. Parrish, University of Northern Colorado
Jeffrey L. Papa, Kent State University
Joshua Reid, Middle Tennessee State University

Graduate Student Forum
5:45 PM – 7:15 PM
Salon F – Lower Level

JRST Editorial Team Meeting/Dinner
6:00 PM – 8:30 PM
Portland – Lower Level
Sponsored by: Wiley-Blackwell
(By invitation only)

Research Interest Group (RIG) Meetings
6:00 PM – 7:30 PM

Latino/a RIG
Salon B – Lower Level

Engineering Education RIG
Salon C – Lower Level

Indigenous Science Knowledge (ISK) RIG
Salon H – Lower Level
PROGRAM

2020
93RD ANNUAL INTERNATIONAL CONFERENCE
MARCH 15–18
PORTLAND, OR, USA
Portland Marriott Downtown Waterfront

TUESDAY, MARCH 17, 2020
Conference Registration
7:30 AM – 4:30 PM
Ballroom Foyer – Lower Level

Concurrent Session 7
8:00 AM – 9:30 AM

Publications Advisory Committee
Admin Symposium-How to Get Your Research Published in Science Education Journals PAC Symposium
8:00 AM – 9:30 AM
Salon I

How to Get Your Research Published in Science Education Journals PAC Symposium
Catherine E. Milne, New York University
Christina Siry, University of Luxembourg
Ross H. Nehm, Stony Brook University, SUNY
Gail Jones, North Carolina State University
Troy Sadler, University of North Carolina at Chapel Hill
Kent J. Crippen, University of Florida
Todd Campbell, University of Connecticut
Erin L. Dolan, University of Georgia
Geeta Verma, University of Colorado, Denver
Gail Richmond, Michigan State University
Ange Fitzgerald, University of Southern Queensland
Carla Johnson, Purdue University
Sibel Erduran, University of Oxford
Sherry Southerland, Florida State University
John Settlage, University of Connecticut
Lucy Avraamidou, University of Groningen
Sonya N. Martin, Seoul National University

Administrative Session
Sandra K. Abell Institute for Doctoral Students
8:00 AM – 9:30 AM
Hawthorne/Belmont/Laurelhurst

Discussants:
Julie A. Luft, University of Georgia
Anna S. Grinath, Idaho State University

Presiders:
Gregory Rushton, Middle Tennessee State University
Grant E. Gardner, Middle Tennessee State University

Developing the Framework on Categorizing Instructional Approaches of Mathematics Equations in Biology Classrooms
FangFang Zhao, University of Minnesota
Mentor: Stephen B. Witzig, University of Massachusetts, Dartmouth

Developing Knowledge: Sex/Gender Beliefs in Undergraduates and Implications for the Classroom
Katherine Ray King, University of Louisville
Mentor: Stephen B. Witzig, University of Massachusetts, Dartmouth

Navigating Climate Change: Science, Politics, and Learning for Youth
Lynne Zummo, Stanford University
Mentor: Stephen B. Witzig, University of Massachusetts, Dartmouth

How Instructors Model Abstraction in Physical Chemistry
Jessica Karch, University of Massachusetts, Boston
Mentor: Gillian H. Roehrig, University of Minnesota
The Patterns of Students’ Diagrams and Answers while Solving Force Problems
Judyanto Sirait, University of Leicester
Mentor: Gillian H. Roehrig, University of Minnesota

Examining the Cultural Specificity of Approaches to Learning Biology
Angela N. Google, Middle Tennessee State University
Mentor: Ross H. Nehm, Stony Brook University (SUNY)

An Investigation into the Factors Influencing Acceptance of Evolution across University Instruction
Ryan Dunk, Syracuse University
Mentor: Ross H. Nehm, Stony Brook University (SUNY)

Genetics Knowledge and Belief in Genetic Determinism of Biology and Nursing Students
Katie Humrick, University of Louisville
Mentor: Ross H. Nehm, Stony Brook University (SUNY)

The Effect of Participation in the Sandra K. Abell Institute on my Dissertation’s Theoretical Framing
Jessica Dewey, University of Minnesota
Mentor: Isha DeCoito, Western University

The Elephant in the CURE Classroom: What do we Know about CUREs Taught by Graduate Teaching Assistants?
Emma Goodwin
Mentor: Isha DeCoito, Western University

Mentoring Structures and the Types of Support Provided to Early-Year Undergraduate Researchers
Gaye Defne Ceyhan
Mentor: Isha DeCoito, Western University

Sketching to Make Sense of Chemical Events at the Sub-Microscopic Levels
Heena Lakhani
Mentor: Femi Otulaja, University of the Witwatersrand

Investigating Science Teachers’ Practices on Assessing Students’ Understandings of Nature of Science
Wonyong Park, University of Oxford
Mentor: Femi Otulaja, University of the Witwatersrand

Teachers’ Indigenous Knowledge and the Possibilities of Integration into Life Sciences Teaching and Learning
Uchechi Agnes Ahanonye
Mentor: Femi Otulaja, University of the Witwatersrand

Trends In K-12 Teacher Agency Research: A Meta-analysis of 10 Years of Science Education Research
Anica Miller-Rushing
Mentor: Gail Richmond, Michigan State University

Alison Mercier, University of North Carolina at Greensboro
Mentor: Gail Richmond, Michigan State University
Middle Grade Science Teachers’ Learning Reform Based Practices in the Context of Their Physics Content Course

Harleen Singh, University of Georgia
Mentor: Gail Richmond, Michigan State University

History of Engineering and Engineering Education

Ezgi Yesilyurt, University of Nevada, Las Vegas
Mentor: Gregory Rushton, Middle Tennessee State University

Preparing STEM Graduate Students for Change: A Discursive Approach to the Study of Instructional Reform

Francesca Williamson, Indiana University
Mentor: Greg Rushton, Middle Tennessee State University

Increasing Retention in Graduate Education: Investigating Students’ Experiences of Departmental Supports

Ntiana (Diana) Sachmpazidi, Western Michigan University
Mentor: Greg Rushton, Middle Tennessee State University

Factors Influencing Group Interactions While Constructing Explanations Using the CEJ Framework in a Diverse Setting

LaShawn McNeil, University of Georgia
Mentor: Noemi Waight, University at Buffalo

The Conceptual Profile of Substance as a Powerful Tool to Characterize Shifts in Learning Chemistry in Student’s Ways of Speaking and Thinking about Substance

Raul Orduna Picon
Mentor: Noemi Waight, University at Buffalo

Relationships Between Students’ Scaffolded Small-Group Discussions and their Written Scientific Explanations

Timothy G. Klavon, Temple University
Mentor: Noemi Waight, University at Buffalo

STRAND 1:
Science Learning: Development of Student Understanding

New Approaches to Learning
8:00 AM – 9:30 AM
Salmon

Presider:
Calvin S. Kalman, Concordia University

Comparison of Labortorials with Traditional Physics Laboratories

Calvin S. Kalman, Concordia University
Franco La Braca, Concordia University
Mandana Sobhanzadeh, Mount Royal University

Dialogical Argumentation and Assessment for Learning: Closing the Gap in the Science Classroom

Frikkie George, Cape Peninsula University of Technology
Keith R. Langenhoven, University of the Western Cape

Using Mind Maps to Determine Students Knowledge Dimensions on Disciplinary and Interdisciplinary Core Ideas

Helen Semilarski, University of Tartu
Regina Soobard, University of Tartu
Miia Rannikmae, University of Tartu
STRAND 2: Science Learning: Contexts, Characteristics and Interactions

Epistemic Aspects of Engagement in Novel Contexts of Learning Physics
8:00 AM – 9:30 AM
Mt Hood

Discussant:
Edit Yerushalmi, Weizmann Institute of Science, Israel
Presider:
Elon Langbeheim, Ben-Gurion University, Israel

Epistemic Aspects of Engagement in Novel Contexts of Learning Physics
Elon Langbeheim, Ben-Gurion University, Israel
Anna M. Phillips, Cornell University
Natasha G Holmes, Cornell University
David Brookes, Florida Internation
Shulamit Kapon, Technion-Israel Institute of Technology
Edit M. Yerushalmi, Weizmann Institute of Science, Israel
Samuel Safran, Weizmann Institute of Science, Israel
Maayan Schwartzer, Technion–Israel Institute of Technology

Early Childhood Engineering: Supporting Engineering Design Practices with Young Children and their Families
8:00 AM – 9:30 AM
Eugene

Discussant:
Monica Cardella, Purdue University
Presider:
Scott A. Pattison, TERC

Early Childhood Engineering: Supporting Engineering Design Practices with Young Children and Their Families
Scott A. Pattison, TERC
Monica E. Cardella, Purdue University
Hoda Ehsan, Purdue
Smirla Ramos-Montañez, Oregon Museum of Science and Industry
Gina Svarovsky, University of Notre Dame
Merreidth D. Portsmouth, Tufts University
Elissa Milto, Tufts University
Mary McCormick,
Chris San Antonio-Tunis, Museum of Science, Boston

STRAND 3: Science Teaching—Primary School (Grades PreK-6): Characteristics and Strategies

Engaging Young Children in Science and Engineering Practices: Approaches to Research and Design
8:00 AM – 9:30 AM
Meadow Lark/Douglas Fir – 3rd Floor

Presider:
Eve Manz, Boston University Wheelock College of Education & Human Development

Dance-STEP: Collective Embodied Science Models and the Particulate Nature of Matter
Chris Georgen, Boston University Wheelock College of Education & Human Development
Using Iterative Co-Design to Develop Classroom Empirical Activity

Eve Manz, Boston University Wheelock College of Education & Human Development
Betsy Beckett, Boston University Wheelock College of Education & Human Development

Kindergarten Playground Collisions: Reconceptualizing Gravity as a Necessary Intellectual Resource

Michelle Salgado, University of Washington
David Phelps, University of Washington

Considerations when Engaging Young Learners in Scientific Modeling for Sense-Making

Christina V. Schwarz, Michigan State University
Eve Manz, Boston University Wheelock College of Education & Human Development

STRAND 4:
Science Teaching—Middle and High School (Grades 5-12): Characteristics and Strategies

Dialogic Instruction and Sense-Making of Science Concepts

8:00 AM – 9:30 AM
Salon E

Presider:
Tara M. Nkrumah, Arizona State University

Science Teaching at the Instructional Core: Opportunities for Students’ High-Level Thinking and Sensemaking

Miray Tekkumru Kisa, Florida State University
Ozlem Akcil Okan, Florida State University
Zahid Kisa, Florida State University

Teacher Learning and Planning for Epistemic Agency in Storyline Discussions

Kevin Cherbow, Boston College
Katherine L. McNeill, Boston College

Using Cogenerative Dialogues to Help Teachers Support Meaningful and Coherent Sensemaking through Consensus

Abraham Lo, BSCS Science Learning

STRAND 5:
College Science Teaching and Learning (Grades 13-20)
The Impact of Chemistry Education Research on Theory Development, Classroom Improvements, and Pre-service Teacher Training

8:00 AM – 9:30 AM
Salon D

Discussant:
Anita Schuchardt, University of Minnesota

Modeling the Influence of a Constructivist Learning Environment in Diverse Chemistry Courses

Regis Komperda, San Diego State University
Anita Schuchardt, University of Minnesota

Understanding How Active Learning Catalyzes Students’ Attitudes and Understanding of Chemistry

Paulette Vincent-Ruz, Learning Research and Development Center
Christian D. Schunn, University of Pittsburgh
Anita Schuchardt, University of Minnesota
Measuring Theoretically Grounded Aspects of Chemistry Identity

Kathryn Hosbein, East Carolina University
Jack Barbera, Portland State University
Anita Schuchardt, University of Minnesota

What Can University Science Faculty Learn about Teaching through Engaging in Curriculum Design with K12 Teachers?

Jeffrey Spencer, University of Michigan at Ann Arbor
R. Charles Dershimer, Greenhills School
Ginger V. Shultz, University of Michigan at Ann Arbor
Anita Schuchardt, University of Minnesota

Assessment of Undergraduate Students Participation in the Science Practice in Transformed Laboratory Courses

Joi P. Walker, East Carolina University
Anita Schuchardt, University of Minnesota

How to Read the Tree of Life: Investigating Factors Influencing the Ability to Read Evolutionary Trees

Thilo Schramm, University Duisburg-Essen
Philipp Schmiemann, University of Duisburg-Essen–Biology Education

Moving Between Contexts: a Pedagogical Intervention’s Effects on Community College Biology Students

Kathryn Green, University of Georgia
Cesar Delgado, North Carolina State University
Brandon Foster, Wake Technical Community College

Students’ Perspectives on their Acceptance of Evolution

Ryan D. P. Dunk, Syracuse University
Jason R. Wiles, Syracuse University

STRAND 5:
College Science Teaching and Learning (Grades 13-20)

Student Understandings and Perceptions of Evolution

8:00 AM – 9:30 AM
Salon C

Presider:
Grace Elizabeth Baker, Western Washington University

College Student Understanding of Extinction & Natural Selection in the Anthropocene

Yael Wyner, City College of New York, City University of New York, New York, NY
Rob DeSalle, American Museum of Natural History, New York, NY

STRAND 6:
Science Learning in Informal Contexts

Science Interest and Identity Formation in Informal Spaces

8:00 AM – 9:30 AM
Salon F

Presider:
Scott Byrd, Maine Mathematics and Science Alliance

DHH Students Making Connections across Gaps between Formal and Informal Science Learning Spaces

Scott Cohen, Georgia State University
Patrick J. Enderle, Georgia State University
Jessica Scott, Georgia State University
Maggie Renken, Georgia State University
I’m Fine With Just Collecting Data: Engagement Profiles Differ in Citizen Science

Till Bruckermann, IPN–Leibniz Institute for Science and Mathematics Education
Hannah Greving, Leibniz–Institut für Wissensmedien (IWM)
Ute Harms, IPN–Leibniz Institute for Science and Mathematics Education

Participating in the Scientific Publication Process: Expanding Students’ Perceptions of Scientific Inquiry and Identity

Sarah Fankhauser, Oxford College of Emory University
Gwendolynne Reid, Oxford College of Emory University
Gwendolyn Mirzoyan, Emory University
Clara Meaders, Cornell University
Olivia Ho-Shing, Harvard University

Reasons for Teenagers to Continuously Volunteer in an Informal Science Program

Sapir Salamander, Ben-Gurion University of the Negev, Israel
Orit Ben Zvi Assaraf, Ben-Gurion University of the Negev, Israel
Netzach Farbiash

Why Some Persist: A Case Study of Six Girls’ Development of Interest in Science

Stephanie Rafanelli, Stanford University Graduate School of Education

STRAND 7: Pre-service Science Teacher Education

Informal Science Education and Socioscientific Issue

8:00 AM – 9:30 AM

Salon A

Presider:
Joanne K. Olson, Texas A&M University

Developing Practice across Contexts: Examining Long-Term Impacts of Pre-service Teacher Internships within an Informal Setting

James F. Kisiel, California State University, Long Beach

A Place-Based Education Analysis of Pre-service Teachers Images of Science Instruction in Informal Settings

Karthigeyan Subramaniam, University of North Texas
Christopher S. Long, University of North Texas
Pamela Harrell, University of North Texas

Elementary Pre-service Teachers’ Perceptions of Facilitating Socioscientific Issues

Melanie Kinskey, University of South Florida
Dana L. Zeidler, University of South Florida

Socio-Scientific Issues as Tools for Improving Environmental Knowledge, Skills, and Behavior in Pre-service Education

Anat Abramovich, Malam Headquarters Israeli Center for Scientific Technological Education Techn
Shirley Miedijensky, Technion–Israel Institute of Technology
Yael Shwartz, The Weizmann Institute of Science
STRAND 7: Pre-service Science Teacher Education
Shifting the Teaching Paradigm
8:00 AM – 9:30 AM
Salon B

Presider:
Claire Cesljarev, Indiana University

Pre-service Elementary Teachers' Intensive Field Experience at a Science Summer Program: Effects on Self-Efficacy
Jacquelyn Duran, Teachers College, Columbia University
Alison Matthews, Teachers College, Columbia University
Allison Bookbinder, Teachers College, Columbia University
Min Jung Lee, Teachers College, Columbia University

Changes in Pre-service Teachers' Orientations Towards Teaching—A Four-Year Case Study
Stefan Sorge, IPN–Leibniz Institute for Science and Mathematics Education, Kiel

Development of Beginning Teacher's Understanding of Students, Learning and Assessment: A Longitudinal Study
Enrique Pareja, Truman State University

Development of Resident Teachers' Noticing Skills Prior to Student Teaching
Amity F. Gann, Temple University, College of Education
Janelle M. Bailey, Temple University

STRAND 8: In-service Science Teacher Education
Professional Development using Computational Thinking and Robotics
8:00 AM – 9:30 AM
Pearl

Presider:
Todd L. Hutner, The University of Alabama

Engage Teachers as Active Co-Designers to Integrate Computational Thinking in STEM Classes
Sally PW Wu, Northwestern University
Gabriella Anton, Northwestern University
Connor Bain, Northwestern University
Amanda N. Peel, Northwestern University
Michael Horn, Northwestern University
Uri Wilensky, Northwestern University

Secondary Science Teachers Conceptualizations of Computational Thinking and Perceived Barriers to CT/Content Integration
Vance J. Kite, North Carolina State University
Soonhye Park, North Carolina State University
Teaching Science, Math, and Coding using Collective Argumentation: A Case Study of One Teacher’s Implementation
Anna Gillespie-Schneider, University of Georgia
Barbara A. Crawford, University of Georgia
AnnaMarie Conner, University of Georgia
ChanMin Kim, Pennsylvania State University
Roger Hill, University of Georgia
Timothy Foutz, University of Georgia
Sidney Thompson, University of Georgia
David F. Jackson, University of Georgia
Using Teacher Narratives of Integrating LEGO Robotics as Assessment Tools and Evidence of Professional Learning
Adam Devitt, California State University, Stanislaus

STRAND 10: Curriculum, Evaluation, and Assessment
Analysis and Evaluation of Science Curricula
8:00 AM – 9:30 AM
Columbia
Presider:
Gyeong-Geon Lee, Seoul National University

Evaluating Computational Modeling Curriculum through Students’ and Teachers’ Perspectives: Insight into Enacted and Experienced Curriculum
Arif Rachmatullah, North Carolina State University
Danielle C. Boulden, North Carolina State University
Jennifer Houchins, North Carolina State University
Bita Akram, North Carolina State University
Nicholas Lytle, North Carolina State University
Veronica Cateté, North Carolina State University
Tiffany Barnes, North Carolina State University
Eric N. Wiebe, North Carolina State University

Examining the Role of Curriculum in Supporting Literacy Demands in NGSS Instruction
Carrie D. Allen, University of North Texas
Rasha Elsayed, WestEd
Ryan Burke, WestEd

International Baccalaureate Biology Curriculum Analysis
Mohammed Estaiteyeh, Western University

Structural Causal Modeling of Science and General Core Competencies in Korean 2015 Revised National Curriculum
Gyeong-Geon Lee, Seoul National University
Hun-Gi Hong, Seoul National University
Yu-Jung Kim, Seoul National University
Wonhyeong Jang, Seoul National University

STRAND 11: Cultural, Social, and Gender Issues
Partnerships and STEM Learning Experiences Across (In)formal Contexts
8:00 AM – 9:30 AM
Salon H
Presider:
Eli Tucker-Raymond, TERC

Factors that Impact the Development of STEM Programming at a Newly Emerging STEM School
Felicia D. T. Leammukda, St. Cloud State University
Gillian H. Roehrig, University of Minnesota
Rightful Presence and Power: Examining Our Research-Practice and Youth-Adult Partnerships

Day W. Greenberg, University of Michigan
Angela Calabrese Barton, University of Michigan
Carmen Turner, The Boys and Girls Club of Lansing
Kaila Williams, The Boys and Girls Club of Lansing
Jaila Williams, The Boys and Girls Club of Lansing
Za’Mani Roper, The Boys and Girls Club of Lansing

Teacher Learning, Identity and Agency, and the Enactment of Informal Science Learning in Formal Classrooms

Jennifer Adams, University of Calgary

STRAND 12: Educational Technology

Beyond the Novelty Effect—Examining Learning Affordances of XR Educational Technologies

8:00 AM – 9:30 AM
Salon G

Not all Novelty Effects are Created Equal: Differential Gains in Self-Efficacy and Online Behavior

Shane Tutwiler, University of Rhode Island
Jason Chen, William and Mary
Amy M. Kamarainen, Harvard Graduate School of Education

Shari J. Metcalf, Harvard University
Tina Grotzer, Harvard University
Christopher Dede, Harvard University

Leveraging the Novelty of Virtual Reality to Challenge Students’ Initial Ideas of Cells

Meredith P. Thompson, MIT
Lucy Cho, MIT
Melat Anteneh, MIT
Cigdem Uz Bilgin, MIT

Developing Spatial Awareness in Novel Learning Environments

Cigdem Uz Bilgin, MIT
Melat Anteneh, MIT
Lucy Cho, MIT
Meredith P. Thompson, MIT

STRAND 13: History, Philosophy, Sociology, and Nature of Science

Teaching of NOS

8:00 AM – 9:30 AM
Portland

Presider:
Jennifer C. Parrish, University of Northern Colorado

Understanding Teachers’ Use of a Tool for Selecting Nature of Science Trade Books

Jeanne Brunner, University of Massachusetts, Amherst
Christine McGrail, University of Massachusetts, Amherst
Improving Students' Perceptions of NOS: An Experimental Study
Aysegul Cilekrenkli, Bogazici University
Ebru Kaya, Bogazici University

Promoting 4th Graders' NOS and Environmental Views through Bridging Formal and Informal Place-Based SSI Learning
Ben C. Herman, University of Missouri
Sarah V. Poor, University of Missouri
Robert T. Oertli, University of Missouri
Kristen Schulte, Missouri River Relief
Blake Romaker, University of Missouri

What Changes to Students' Ideas About Science When History of Science Stories Become Everyday Homework?
Shiang-Yao Liu, National Taiwan Normal University, Taiwan
Cyong-Huei Chen, Jingxing Junior High School, Taipei, Taiwan
Shih-Yeh Chen, Dali Senior High School, Taichung, Taiwan

NETWORKING BREAK
9:30 AM – 10:00 AM

Concurrent Session 8
10:00 AM – 11:30 AM

Awards Committee
Admin Symposium-Diverse Scholarly Trajectories in Science Education: Charting Pathways for Science Education Research
10:00 AM – 11:30 AM
Eugene

Diverse Scholarly Trajectories in Science Education: Charting Pathways for Science Education Research
Noemi Waight, University at Buffalo

Indigenous Science Knowledge-RIG (ISK-RIG)
Admin Symposium-School, Community, Citizenship: Indigenizing Science Education across Places and Contexts
10:00 AM – 11:30 AM
Salon I

Developing Indigenous Students' STEM identities through a Phenomenon-Based Approach: Integrating a Stream Curriculum in the Elementary Classroom
Julie Robinson, University of North Dakota
Joshua Hunter, University of North Dakota
Bonni Gourneau, University of North Dakota
Anna Bahnson, United Tribes Technical College

Indigenizing High School Science Curriculum: A Case of Indigenous Local School Board in Nepal
Mahesh Tharu Chaudhary, Shree Jagadamba Higher Secondary School
Dinesh Gautam, Shree Jagadamba Higher Secondary School
Bhaskar Upadhyay, University of Minnesota
Equity and Ethics Committee
Jhumki Basu Poster Symposium—
Equity In Science Education Across
Places and Contexts
10:00 AM – 11:30 AM
Hawthorne/Belmont/Laurelhurst

Organizers:
Gillian U. Bayne, Lehman College of CUNY
Stephanie Eldridge, University of Georgia
Althea Hoard, Relay Graduate School of Education
Tara M. Nkrumah, Arizona State University
James M. Nyachwaya, North Dakota State University

Presider:
Catherine Quinlan, Howard University

White Teachers and Diverse STEM Students’ Learning Progressions Towards or Away From Culturally Relevant STEM Education
Amelia A. Brown, University of Tennessee, Knoxville

“Judgment Free” Space in Supporting African American Girls’ Identity in STEM
Faith Freeman, Guilford County Schools/University of North Carolina at Greensboro

Identities in Crisis?: Understanding the Identity Work of Elementary Students of Color
Terrance Burgess, Syracuse University

Exploring Pre-service Teachers’ Developing Understandings of Equitable Pedagogies for Engaging Elementary Students in Science Practices
María González-Howard, The University of Texas at Austin
Tia Madkins, The University of Texas at Austin
Tatiane Russo-Tait, The University of Texas at Austin
Maximilan Sherard, The University of Texas at Austin

Do Students Gain Scientific Inquiry Knowledge and Practices by Participating in a School Garden Inquiry Unit
Carmen Angelica Carrion

Does Systematic Professional Development (PD for Science Teachers of English Language Learners) ELLs Meet Their Professional Needs and What is the Relationship Between Perceptions of PD and Self-Efficacy to Teach Science to ELLs?
Lillian Hau-Degand, Illinois Institute of Technology

Active Learning in Large STEM Classes: Perceptions from Undergraduate and Graduate Students
Ngawang Y. Gonsar, Gustavus Adolphus College
Lorelai Patrick, University of Minnesota
Sehoya Cotner, Gustavus Adolphus College

Students Know the Language Boundaries in Science: Challenges and Opportunities of Translanguaging in Engineering Learning
Greses Anabell Perez, Stanford University
Approaches to Learning Biology of Women of Color: The Intersectionality of Gender, Race, and Science Identity

Angela N. Google, Middle Tennessee State University
Anna S. Grinath, Idaho State University
Grant E. Gardner, Middle Tennessee State University

Urban Science Teacher Education Across Contexts: An Examination of Teacher Learning through the Lenses of Identity and Agency

Lisa M. Marco-Bujosa, Villanova University

Revealing the Queer-spectrum in STEM: Undergraduate Student Responses to Diverse Gender Identity and Sexual Orientation Demographics Questions

A.M. Aramati Casper
Katherine Ray King
Rebecca A. Atadero
Linda C. Fuselier

Othermothering in Science Education: When Leading Transcends Walls

Stefanie LuVenia Marshall, University of Minnesota

Urban Students’ perspectives on Advanced Placement Enrollment

Justina Ogodo, Baylor University School of Education

Indonesian Pre-service Biology Teachers’ and Biology Education Professors’ Views on Evolution: Religious, Socio-Cultural, and Dilemma of Teaching and Learning Evolution

Arif Rachmatullah, North Carolina State University

Joys and Traumas of Black Female Science Teachers, a Phenomenological Study

Alexis Riley, Teachers College, Columbia University

Minority STEM Undergraduates: A Comprehensive Model for STEM Identity and Self-Efficacy

Kelly Marie Shepard, Illinois Institute of Technology
Ivan Mutis

Power at Play: The Social, Political, and Cultural Mechanisms of Digital Game-Based Learning in Science

Ora D. Tanner, University of South Florida

Girls Prefer Biology, Boys Physics: Gender Differences in School Science Content Interest

Radu Bogdan Toma, Universidad de Burgos
Jesus Ángel Meneses Villagrá

Becoming a Teacher: Reflective Practice as a Way of Exploring Secondary Science Teacher Beliefs And Practices

Preethi Titu, University of Minnesota

Examining Elementary Students’ Images of Engineers and Interests in Engineering Careers

Ezgi Yesilyurt, University of Nevada, Las Vegas

Re-Novicing to Teach Science: The Case of an Experienced Elementary Teacher

Lu Wang, University of Georgia
Hui Tang
STRAND 1: Science Learning: Development of Student Understanding

Student Learning
10:00 AM – 11:30 AM
Salmon

Presider:
Jonathan Shemwell, University of Alabama

Joseph T. Wong, University of California, Irvine
Sage Andersen, University of California - Irvine
Michael Corrigan, MDED Inc
Doug Grove, MDED Inc.
Brad Hughes, University of California, Irvine

Examining Middle School Students’ Knowledge and Beliefs of Earthquake and Tsunami
Douglas S. Lownsbery, Oregon State University
Lawrence B. Flick, Oregon State University

Learning Progression of Students’ Reasoning about Life Cycles
Hayat Hokayem, Texas Christian University
Ihsan Ghazal, Modern Community School
Fady Maalouf, Modern Community School
Savannah Graham, Texas Christian University
Hui Jin, Educational Testing Service

Student Learning of Emergent Science Processes Using the PAIR-C Framework
Brandon VanBibber, University High School
Polly K Lai, Queensland University
Lu Ding
Josh Adams
Michelene Chi, Arizona State University

STRAND 2: Science Learning: Contexts, Characteristics and Interactions

Disrupting Science Education Across Contexts: K-12 Learning, Teaching & Local Communities
10:00 AM – 11:30 AM
Mt Hood

Immersive Science Learning Using the Eco Challenge App
Michelle Williams, Michigan State University
Manju Lind, Williams Learning Solutions

Making Assessments Essential to Elicit Student Thinking: Emphasis on Crosscutting Concepts
Dante Cisterna, Educational Testing Service
Lei Lui, Educational Testing Service

Elementary Principals as Boundary Spanners: How One’s Social Network Impacts Decision-Making for Science
Stefanie Marshall, University of Minnesota

Centering Critical Race Epistemology in the Learning to Teach of Science
Christina Restrepo Nazar, California State University, Los Angeles
STRAND 2: Science Learning: Contexts, Characteristics and Interactions
Teacher Perspectives, Contexts, Networks, & Roles
10:00 AM – 11:30 AM
Meadow Lark/Douglas Fir – 3rd Floor

Presider:
Xiaoxin Lyu, Teachers College Columbia University

Leveraging Networks to Achieve Change at Scale: Identifying Capacity for Science Professional Learning in Schools
Thomas "TJ" McKenna, Boston University
Todd Campbell, University of Connecticut

Rattlesnakes with Vision: Teacher Perspectives of Administrative Affordances and Constraints to District-Wide STEM
Michael Giamellaro, Oregon State University - Cascades
Debbie Siegel, Institute for Learning Innovation
Benjamin Ewing, Oregon State University

Caregiver-Child Interactions during a Family Making Program: Our Role as Facilitators and Researchers
Jing Yang, Indiana University
Amber M. Simpson, Binghamton University
Adam V. Maltese, Indiana University
Euisuk Sung, Indiana University

STRAND 4: Science Teaching—Middle and High School (Grades 5-12): Characteristics and Strategies
Formative Assessment tolls and practices
10:00 AM – 11:30 AM
Salon E

Presider:
Jonathon Grooms, George Washington University

Analytical Framework of Influences on Science Teachers’ Formative Assessment (FA) Practices
Ira Caspari, University of Massachusetts, Boston
Hannah Sevian, University of Massachusetts, Boston

Qualitative Analysis to Elicit Features of Epistemic Knowledge When Middle School Students Engaged in Dialogical Argumentation
Getachew T Zegeye, Addis Ababa University
Jonathan Francis Osborne, Stanford Graduate School of Education
Mesfin Adesse Beshah, University of Addis Ababa

Using Design Drawings to Formatively Assess Design-Based Science Learning
Hanna Stammes, Delft University of Technology
Ineke Henze-Rietveld, Delft University of Technology
Erik Barendsen, Radboud University & Open University
Marc de Vries, Delft University of Technology
STRAND 5:  
**College Science Teaching and Learning (Grades 13-20)**  
*Developing Students’ Contemporary Practices*  
**10:00 AM – 11:30 AM**  
**Salon D**

Presider:  
Lisa Kenyon, Wright State University

_Moral Reasoning About Human Genetic Enhancement Using CRISPR_  
Katie Humrick, University of Louisville  
Linda C. Fuselier, University of Louisville

_Patterns of Disengagement: How Students Avoid Discussing Ethics_  
Eun Ah Lee, University of Texas at Dallas  
Nicholas Gans, University of Texas at Arlington  
Magdalena Grohman, University of Texas at Dallas  
Marco Tacca, University of Texas at Dallas  
Matthew J. Brown, University of Texas at Dallas

_STEM Graduate Students’ Development at the Intersection of Research, Innovation, and Leadership_  
Cindy A. Lenhart, Oregon State University  
Jana L. Bouwma-Gearhart, Oregon State University  
Judith Giordan, Oregon State University  
Rich Carter, Oregon State University

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STRAND 6:  
**Science Learning in Informal Contexts**  
*Examining Under-Represented Young Women’s STEM Identities*  
**10:00 AM – 11:30 AM**  
**Salon C**

_Using a Storied-Identity Lens to Understand How Under-represented Women Become a STEM Person_  
Amal Ibourk, Florida State University  
Roxanne M. Hughes, Center for Integrating Research and Learning, NHMFL/FL State University  
Clausell Mathis, Florida State University

_Exploring Intersectionality and Rightful Presence in Girls’ Engineering Experiences in Middle School Science_  
Edna Tan, University of North Carolina at Greensboro  
Aerin W. Benavides, The University of North Carolina at Greensboro  
Angela Calabrese Barton, University of Michigan, Ann Arbor

_Positioning Girls of Color as Future Scientists: The Implications for Identity Research_  
Semiha Gun-Yildiz, University of Massachusetts Dartmouth  
Shakhnoza Kayumova, University of Massachusetts-Dartmouth  
Akira Harper, University of Massachusetts, Dartmouth

_Weaving In- and Out-of-School Experiences to Craft STEM Identities_  
Carrie D. Allen, University of North Texas
STRAND 6:
Science Learning in Informal Contexts
Learning Science in Informal Science
Clubs and Camps
10:00 AM – 11:30 AM
Salon F

Presider:
Heidi Cian, Florida International
University

An Exploration of Youth Approaches to
Community Engineering Problem Definition
Jacqueline Handley, University of Michigan
Elizabeth B. Moje, University of Michigan

Understanding Quality Learning and
Teaching in STEM clubs: What Does the
Evidence Base Tell Us?
Angela Fitzgerald, University of Southern
Queensland
Kate Davis, University of Southern
Queensland
Tania Leach, University of Southern
Queensland
Neil Martin, University of Southern
Queensland
Shelley Dunlop, Queensland Museum

Using Place as a Primary Resource for
Youth Independent Projects at a Wilderness
Summer Camp
Eleanor Kenimer, Michigan State University

Working Towards Community-Responsive
Science Club Programs in Low-Income
Communities
Lydia Burke, OISE, University of Toronto

STRAND 7:
Pre-service Science Teacher
Education
Making Instructional Decisions:
Assessment and edTPA
10:00 AM – 11:30 AM
Salon A

Presider:
Amity F. Gann, Temple
University, College of Education

Increasing Candidate Success on the edTPA
Through an NGSS-Aligned Science Methods
Course
Wm. Matthew Reynolds, North Carolina
State University
Soonhye Park, North Carolina State
University
K. C. Busch, North Carolina State University
Gary W. Wright III, North Carolina State
University

What Happens after edTPA? New Teachers'
Views of the Value of edTPA Experiences
Meghan E. Marrero, Mercy College
Jessica Riccio, Teachers College, Columbia
University
Amanda M. Gunning, Mercy College
Latanya Brandon, University of Connecticut

Fostering Informed Design Decision-Making
Using Argumentation
Ying Ying Seah, Purdue University
Alejandra J. Magana, Purdue University
Carina M. Rebello, Purdue University
STRAND 8: In-service Science Teacher Education

**Argumentation in STEM Education**

**10:00 AM – 11:30 AM**

**Pearl**

Presider:

Wonyong Park, University of Oxford

*Comparing Teacher and Professional Developer Artifacts to Assess Perceptions of Key Aspects of Argument-Based Inquiry*

Andrea Ash, University of Iowa
Mark A. McDermott, University of Iowa

*Cross-Subject Collaboration about Argumentation between Science and Religious Education Teachers in England: A Case Study*

Wonyong Park, University of Oxford
Sibel Erduran, University of Oxford
Liam Guilfoyle, University of Oxford

*Professional Development for Science Teachers on Socioscientific Argumentation: Examining the Change in Teachers' Knowledge*

Bahadir Namdar, Recep Tayyip Erdogan University
Hasan Bag, Recep Tayyip Erdogan University

*Understanding the Impact of Short-Term Professional Development on Secondary Science Teacher’s Conceptions of Argumentation Pedagogy*

Karen Woodruff, Montclair State University

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**STRAND 8: In-service Science Teacher Education**

**Looking Beyond Routines to Study How Teachers Develop Adaptive Expertise with Epistemic Tools**

**10:00 AM – 11:30 AM**

**Salon B**

Discussant:

Andy Cavagnetto, Washington State University

Presider:

Gavin W. Fulmer, University of Iowa

*Looking beyond Routine Pedagogy to the Development of Adaptive Expertise for Immersive Argument-Based Inquiry*

Brian Hand, University of Iowa
Gavin W. Fulmer, University of Iowa
Jee Suh, University of Alabama

*Developing Teacher Instruments and Protocol to Study Teachers' Knowledge of Language, Argument, and Dialogic Interaction as Epistemic Tools*

Gavin W. Fulmer, University of Iowa
Jee Suh, University of Alabama
Brian Hand, University of Iowa
Jihyun Hwang, University of Iowa
Chenchen Ding, University of Iowa
William Hansen, University of Iowa

*Developing Adaptive Expertise through a Three-year Professional Development Program: Evaluation of the First Year Program*

Jee Suh, University of Alabama
Brian Hand, University of Iowa
Gavin W. Fulmer, University of Iowa
Jale Ercan Dursun, University of Alabama
Krystal Flantroy, University of Alabama
Elementary Teachers’ Understandings and Concerns about Epistemic Tools and Adaptiveness: Preliminary Findings from Case Studies

Krystal Flantroy, University of Alabama
Catherine Lammert, University of Iowa
Jee Suh, University of Alabama
Brian Hand, University of Iowa
Gavin W. Fulmer, University of Iowa
Jale Ercan Dursun, University of Alabama
Yejun Bae, University of Iowa
Andrea Malek Ash, University of Iowa

Preliminary Baseline Results of Teachers’ Epistemic Orientation and Knowledge of Epistemic Tools

Jihyun Hwang, University of Iowa
Gavin W. Fulmer, University of Iowa
Brian Hand, University of Iowa
Jee Suh, University of Alabama

STRAND 10: Curriculum, Evaluation, and Assessment

Analyzing Real-world Data

An Exploration of Everyday Contexts of Energy through Online News Article Text Mining

Nam-Hwa Kang, Korea National University of Education
Chi Yeong Oh, Korea National University of Education

Making Expertise Visible: Transferring the Control-of-Variables Strategy Across Disciplinary Contexts

Martin Schwichow, PH Freiburg
Johanna Kranz, Biology Education, University of Viena
Martina Brandenburger, PH Freiburg
Andreas Nehring, Leibniz Universität Hannover
Peter Edelsbrunner, ETH Zürich
Andrea Moeller, University of Viena, Biology Education

Measuring the Efficacy of an Approach to Integrating Quantitative Reasoning in High School Biology

Molly Stuhlsatz, BSCS Science Learning
Melissa Kjelvik, Michigan State University
Elizabeth Schultheis, Michigan State University
Brian M. Donovan, BSCS Science Learning
Jeffrey Snowden, BSCS Science Learning
Louise Mead, Michigan State University

What do Data-Based Questions Really Test: Insights from Pre-service Physics Teachers’ Think Aloud Interviews

Yann S Ong, National Institute of Education, Nanyang Technological University
STRAND 11: Cultural, Social, and Gender Issues
Centering Race, Whiteness, and Cultural Responsiveness in Science Education
10:00 AM – 11:30 AM
Salon H

Presider: Mario Pickens, Georgia State University

Critical Race Theory & Critical Whiteness Studies: Unpacking Pre-service Science Teachers' Conceptualizations of Equity
Amber C. Davis, University of Michigan

Stories from the Field: Exploring Culturally Responsive Science Teaching in a Pilot Study
Jamie Wallace, American Museum of Natural History
Elaine V. Howes, American Museum of Natural History
Richard Gilder Graduate School

The Policing Presence of Whiteness in Science Education
Jonathan D. McCausland, The Pennsylvania State University

Upbringing: An Equity Issue in Science Teacher Recruitment
Mumiah Rasmusen, University College Copenhagen
Bjørn Friis Johannsen, University College Copenhagen

STRAND 11: Cultural, Social, and Gender Issues
Using Critical Frameworks to Disrupt Deficit Perspectives of Latinx Teachers, Students, and Communities
10:00 AM – 11:30 AM
Salon G

Presider: Greses Pérez, Stanford University

Cultivating and Characterizing the Development of STEM Interest Through the Lens of Intersectionality
Deena Gould, Arizona State University
Priyanka Parekh, Transylvania University

Disparities in Biology Teachers’ Expectations for a Student Science Writing Activity
Quentin C. Sedlacek, California State University, Monterey Bay

Interrupting Deficit Perspectives with Elementary Teachers in a Latinx Community: Reflections from a Collaborative Ethnography
Michelle Brown, Penn State University

Using Autobiographies of Latinx Pre-service Teachers (LPTs) to Build a Culturally Relevant Instruction
Noushin Nouri, University of Texas, Rio Grande Valley
Jair Aguilar, The University of Texas, Rio Grande Valley
Patricia Ramírez-Biondolillo, The University of Texas, Rio Grande Valley
Vero G. Frady, The University of Texas, Rio Grande Valley
STRAND 13:
History, Philosophy, Sociology, and Nature of Science

SSI and NOS
10:00 AM – 11:30 AM
Portland

Presider:
Reene S. Schwartz, Georgia State University

Compassion as a Framework for Understanding and Responding to Socioscientific Issue
David C. Owens, Georgia Southern University
Dana L. Zeidler, University of South Florida

Identifying Socioscientific Orientations in the Context of Socioscientific Issue
Dana L. Zeidler, University of South Florida
Ben C. Herman, University of Missouri
Melanie Kinskey, University of South Florida
Michael Mitchell, University of South Florida
Selene Y. Willis, University of South Florida
Karrie A. Wikman, University of South Florida
Tara M. Nkrumah, Arizona State University
Scott M. Applebaum, University of South Florida
Eunhang Lee, University of South Florida

Promoting Active Informed Citizenry through Science Education: A Stage beyond SSI
Tapashi Binte Mahmud Chowdhury, University of Tartu
Jack B. Holbrook, University of Tartu
Miia Rannikmae, University of Tartu

Socioscientific Topics or Issues, and Why This Distinction Matters: A Critical Review
Nannan Fan, East China Normal University
Sihan Xiao, East China Normal University
Li Ke, University of North Carolina, Greensboro

NARST ANNUAL MEMBERSHIP MEETING
11:30 AM – 12:30 PM
Salon I – Lower Level

LUNCH
11:30 AM – 12:30 PM
On Your Own
PLENARY SESSION 2
12:30 PM – 1:45 PM
Salon E & F – Lower Level

Announcement of 2021 Venue & Passing of the Gavel

Philip Bell, University of Washington

Philip Bell is Professor and Chair of Learning Sciences & Human Development in the College of Education at the University of Washington where he holds the Shauna C. Larson Endowed Chair in Learning Sciences. His current research focuses on understanding and resourcing equity improvements in PK-12 science education. He has worked with families and communities in their home settings and neighborhoods, in classrooms and informal education programs, and across districts and national networks with teachers and educational leaders. Since 2008 he has directed the UW Institute for Science & Math Education focused on promoting equity and justice in PK-12 STEM education through partnerships between the university, community organizations, and educational institutions. Bell edits a popular collection of professional learning resources called STEM Teaching Tools. He has a background in human cognition and development, science education, computer science, and electrical engineering.

Making Science Education Matter in a Damaged and Unjust World

Abstract: Whose interests are being served through contemporary efforts in science education? In what ways are researchers responsible for promoting equity and justice? Through this presentation I continue a conversation in our field about the multiple ways in which science education should engage in justice projects. I use this focus to explore how our work can promote a thriving world at a time of ecological crisis and social turmoil. By leveraging insights from a range of research and development efforts, I highlight how our field might go about infrastructuring specific equity and justice projects. I argue for collectively deliberating on and enacting social imaginaries for science education that center diverse sense-making; coordinate science learning directly with civic, family, and community life; and work in solidarity with the interests of communities experiencing systemic oppression and marginalization. From this stance, I call upon our community to continue exploring how we might organize ourselves and our efforts to enact science-related justice projects within and across institutions and organizations to better support thriving and just futures.

Concurrent Session 9
2:00 PM – 3:30 PM

International Committee

Admin Symposium—International Perspectives on Science Education in Multicultural and Multilingual Contexts
2:00 PM – 3:30 PM
Eugene

International Perspectives on Science Education in Multicultural and Multilingual Contexts

Mariona Espinet, Autonomous University of Barcelona, Spain
Audrey Msimanga, Sol Plaatje University, South Africa
Saouma B. Boujaoude, American University of Beirut, Lebanon
Alberto J Rodríguez, Purdue University, USA
Sonya N. Martin, Seoul National University, Republic of Korea
Maurício Pietrocola, Universidade de Sao Paulo, Brasil
CADASE RIG
Admin Symposium-The African Diaspora Context: School, Community, and Citizenship in Science Education
2:00 PM – 3:30 PM
Hawthorne/Belmont/Laurelhurst

The African Diaspora Context: School, Community, and Citizenship in Science Education
Mary M. Atwater, University of Georgia
Rona M. Robinson-Hill, Ball State University
Terrell R. Morton, University of Missouri, Columbia

Contemporary Methods RIG
Admin Symposium-Supporting and Advancing Science Education Research Practice through Community Discussions
2:00 PM – 3:30 PM
Salon I

Stanley M. Lo, University of California, San Diego
Francesca Williamson, Indiana Uunesity
Glenn Dolphin, University of Calgary
Joe Taylor, University of Colorado, Colorado Springs
Ayca K. Fackler, The University of Georgia
Christa Haverly, Northwestern University
Harini Krishnan, Florida State University

STRAND 1:
Science Learning: Development of Student Understanding
Student Understandings about Energy and Light
2:00 PM – 3:30 PM
Salmon

Presider:
Cari F. Herrmann Abell, BSCS Science Learning

A Little Knowledge is a Dangerous Thing: Diffraction Vs. Understanding of Rectilinear Propagation of Light
Estelle Blanquet, LACES, ESPE d’Aquitaine, University of Bordeaux (France)
Violette Blé, Lycée de Langon, Bordeaux (France)
Claire Darraud, XLIM, University of Limoges (France)
Fabienne Goldfarb, Aime Cotton Laboratory, university Paris Sud (France)
Manuela Miron, University of Iasi (Romania)
Eric Picholle, Inphyni, CNRS-Université de Nice Sophia-Antipolis membre Université Côte d’Azur (France)

An Elementary Student’s Journey to Improved Understanding of Energy
Sara J. Lacy, TERC
Roger G. Tobin, Tufts University
Sally Crissman, TERC
Nick Haddad, TERC
Developing Energy, Systems, and Fields in Middle School—In Praise of Modest Goals

Marcus Kubsch, IPN–Leibniz Institute for Science and Mathematics Education
Sebastian T. Opitz, IPN–Leibniz Institute for Science and Mathematics Education
Jeffrey Nordine, IPN–Leibniz Institute for Science and Mathematics Education
David L. Fortus, Weizmann Institute of Science
Knut Neumann, Leibniz Institute for Science Education (IPN) Kiel
Joseph S. Krajcik, Michigan State University

Following Students’ Conceptualizations of Refraction

Yaron Schur, David Yellin Academic College, Jerusalem, Israel
Ainat Guberman, David Yellin Academic College, Jerusalem, Israel
Svetlana Ovsyannikov, David Yellin Academic College, Jerusalem, Israel

Shifting Towards NGSS Instruction: Epistemic Agents in Middle School Classrooms

Katy Nilsen, WestEd
Jacklyn Powers, WestEd
Ashley Iveland, WestEd

Developing Epistemic Agency: Students’ Perspectives on and Experiences with Argumentation During STEM Design Challenges

Maria González-Howard, University of Texas at Austin
Victor D. Sampson, University of Texas at Austin
Christina L. Baze, University of Texas at Austin
Lawrence Chu, The University of Texas at Austin
Todd L. Hutner, The University of Alabama
Richard Crawford, The University of Texas at Austin

A Marginalized Student’s Epistemic Agency and Associated Conflicts in Small-Group Argumentation in a Science Classroom

Heesoo Ha, Seoul National University
Heui-Baik Kim, Seoul National University

STRAND 2:
Science Learning: Contexts, Characteristics and Interactions

Agency

2:00 PM – 3:30 PM
Mt Hood

Presider:
Heesoo Ha, Seoul National University

Student Opportunities to Enact Epistemic Agency Through Engagement with the NGSS Science and Engineering Practices

Meghan Macias, University of California, Santa Barbara
Elizabeth Arnett, WestEd
Alexis Spina, University of California, Santa Barbara
Ashley Iveland, WestEd
Ted Britton, WestEd

STRAND 3:
Science Teaching—Primary School (Grades PreK-6): Characteristics and Strategies

Factors Influencing Early Elementary Teachers’ Integration of Science and Engineering Practices in Their Classrooms

2:00 PM – 3:30 PM
Meadow Lark/Douglas Fir – 3rd Floor

Discussant:
Katherine McNeil, Boston College
The Role of Context in the Development of Elementary Science Teachers
Elizabeth Davis, University of Michigan
Adam Bennion, University of Michigan
Amber Bismack, University of Michigan

Teacher Learning in a Professional Development for Scientific Sens-Making
Amelia Wenk Gotwals, Michigan State University
Kirsten Edwards, Michigan State University
Lisa Domke, Michigan State University
Arianna Pikus, Michigan State University
Blythe Anderson, Michigan State University
Tanya S. Wright, Michigan State University

The Influence of Curriculum Conditions on Teachers’ Use of Informational Books in Teaching Science
Alison K. Billman, University of California, Berkeley
Bryce Becker, University of California, Berkeley
Marjorie Rowe, University of California, Berkeley
P. David Pearson, University of California, Berkeley

Integrating Scientific Modeling in Elementary Classrooms: Why a PD May Work for Some but not Others
Christa Haverly, Northwestern University

Physics Teachers’ Interpretation of Scientific Literacy in China
Guopeng Fu, East China Normal University

Science and Religious Education Teachers’ Views of the Comparison of Argumentation in Science and Religion
Liam Guilfoyle, University of Oxford
Sibel Erduran, University of Oxford
Wonyong Park, University of Oxford

Teaching Students with LD and English Learners to Write Mechanistic Explanations
Yewon Lee, University of Maryland, College Park
Susan De La Paz, University of Maryland, College Park
Daniel M. Levin, University of Maryland, College Park

STRAND 4:
Science Teaching—Middle and High School (Grades 5-12): Characteristics and Strategies
Science across contexts
2:00 PM – 3:30 PM
Salon E

Presider:
Melody Russell, Auburn University

STRAND 5:
College Science Teaching and Learning (Grades 13-20)
Tools and Frameworks to Measure Students’ Success and Struggles
2:00 PM – 3:30 PM
Salon C

Presider:
Sanlyn Buxner, University of Arizona

Defining Dimensions of Student Struggle in Undergraduate General Chemistry Lab Activities
Clarissa Keen, University of Massachusetts, Boston
Hannah Sevian, University of Massachusetts, Boston
Innovative Thinking in Science and Engineering Education: The Validity and Reliability of a Modified tool

Abeer M. Watted, Al-Qasemi Academic College of Education
Miri I. Barak, Technion–Israel Institute of Technology

Measuring Student Success as a Latent Variable in Undergraduate Biology Courses

Hannah Huvard, University of Colorado, Denver
Courtney Donovan, University of Colorado, Denver
Robert M. Talbot, University of Colorado, Denver
Chelsey Grassie, University of Colorado, Denver

Testing the Impacts of Data Sources, Magnitudes, and Methods for Developing Biology Early Warning Systems

Roberto Bertolini, Stony Brook University, SUNY
Stephen J. Finch, Stony Brook University, SUNY
Ross H. Nehm, Stony Brook University, SUNY

Which Components of Evidence-Based Teaching Impact Student Learning?: Insights from using PORTAAL for Classroom Observations

Sungmin Moon, University of Washington Seattle
Mallory Jackson, University of Washington, Seattle
Jennifer H. Doherty, University of Washington
Mary Pat Wenderoth, University of Washington, Seattle

STRAND 5:
College Science Teaching and Learning (Grades 13-20)

Contemporary Instructional Approaches in Postsecondary STEM
2:00 PM – 3:30 PM
Salon D

Presider:
Jayson M. Nissen, California State University, Chico

Regardless of Major, Undergraduates Learn When Participating in Citizen Science

Lisa Lundgren, North Carolina State University
Caren B. Cooper, North Carolina State University
Bradley Alff, North Carolina State University
Lincoln R. Larson, North Carolina State University
Brianna L. Johns, North Carolina State University
Sara E. Futch, North Carolina State University

Student Outcomes in an Concentrated Chemistry Laboratory Course for Online Students

Ara C. Austin, Arizona State University
Deena Gould, Arizona State University
Smitha Pillai, Arizona State University
Mary Zhu, Arizona State University
Ian R. Gould, Arizona State University

Students’ Epistemological Views of Socialization and Teacher Support in the Undergraduate Physics Laboratory

Drew J. Rosen, Stony Brook University
Angela M. Kelly, Stony Brook University
Thomas Hemmick, Stony Brook University
The Effects of Instructor Classroom Talk on Student Engagement and Reasoning

Abdirizak M. Warfa, University of Minnesota
Petra Kranzfelder, University of California, Merced
Marin Melloy, University of Minnesota

STRAND 7:
Pre-service Science Teacher Education
Pre-service Teacher Recruitment
2:00 PM – 3:30 PM
Salon A

Presider:
Meredith P. Thompson, MIT

The Missing Link in Science Teacher Recruitment: STEM Faculty

Elana B. Worth, University of Georgia
Julie A. Luft, University of Georgia
Dorothy Y. White, University of Georgia
Paula Lemons, University of Georgia
Julia E. Przybyla-Kuchek, University of Georgia
Hatice Ozen Tasdemir, University of Georgia

Evaluating Pre-service Science Teachers' Commitment to Science Teaching

Ashley N. Coon, University of Maryland

Understanding the Factors Influencing Pre-service Science Teachers' Decisions to Pursue Teaching as a Profession

Christine V. Mcdonald, Griffith University

STRAND 8:
In-service Science Teacher Education
Equity and Elementary Science Teaching & Learning
2:00 PM – 3:30 PM
Salon B

Equity and Elementary Science Teaching & Learning

Jessica J. Thompson, University of Washington
Carla Zembal-Saul, Pennsylvania State University
Christina V. Schwarz, Michigan State University
Heather J. Johnson, Vanderbilt University
Gail Richmond, Michigan State University
Shakhnoza Kayumova, University of Massachusetts-Dartmouth
Melissa Braaten, University of Colorado, Boulder
Déana A. Scipio, IslandWood
Kristin L. Gunckel, University of Arizona
Jessica Lee Chen, Teachers College, Columbia University

STRAND 8:
In-service Science Teacher Education
Professional Learning Communities
2:00 PM – 3:30 PM
Pearl

Presider:
Wism Sedawi, Ben Gurion University

Exploring Secondary Science Teachers' Engagement Within a Professional Learning Community During Instruction on Evolution

Margaret M. Lucero, Santa Clara University
Keeping it Going: Roles Teachers Take on to Support Ongoing Science Professional Development

Julianne A. Wenner, Boise State University
Sara Hagenah, Boise State University

Science Teachers’ Professional Vision of Students’ Motivation to Learn: Assessment and Implications

Wisam Sedawi, Ben-Gurion University of the Negev, Israel
Dana Vedder-Weiss, Ben-Gurion University of the Negev, Israel
Hasida Yakobov, Ben-Gurion University of the Negev, Israel

Teachers’ Learning Communities as a Framework for Promoting Changes in the Instructional Physics Lab

Smadar Levy, Weizmann Institute of Science
Zehorit Kapah, Weizmann Institute of Science
Esther Magen, Weizmann Institute of Science
Edit M. Yerushalmi, Weizmann Institute of Science

Ben Koo, University of California, San Francisco
Rebecca Smith, University of California, San Francisco
Mark R. Wilson, University of California, Berkeley

Are Science Education Attitude Instruments Conceptually Robust? A Systematic Review of 2004-2018 Literature

Radu Bogdan Toma, Universidad of Burgos
Norman G. Lederman, Illinois Institute of Technology
Jesús Ángel Menéndez Villagrá, Universidad of Burgos

Assessment of Attitudes Towards Evolution and Understanding of Evolutionary Processes and Concepts Across Europe

Anna Beniermann, Humboldt University of Berlin; Institute for Biology
Paul Kuschmierz, Justus Liebig University of Giessen; Institute for Biology Education
Dittmar Graf, Justus Liebig University of Giessen; Institute for Biology Education

Measuring Students’ STEM Identity: Adaptation of an Engineering Identity Survey to the Broader Context of STEM

Kelli Paul, Indiana University
Adam V. Maltese, Indiana University

STRAND 10: Curriculum, Evaluation, and Assessment

Attitudes, Beliefs, Motivation, and Identity in Science Learning

2:00 PM – 3:30 PM
Columbia

Presider:
Claire Cesljarev, Indiana University

A 12-Item Survey to Measure

Linda Morell, University of California, Berkeley
Shruti Bathia, University of California, Berkeley

STRAND 11: Cultural, Social, and Gender Issues

Commitment to Equity & Social Justice for Girls and Women of Color in STEM

2:00 PM – 3:30 PM
Salon H

Presider:
Felicia Moore Mensah, Teachers College, Columbia University
Black Girls as Activists and Civil Agents: Promoting STEM for Social Justice
Natalie S. King, Georgia State University

Creating Nuance for Black Girls’ Science Alignment Using the CLIC Framework
Ashley N. Jackson, University of Michigan

How a “Judgement Free” Space Influences African American Girls Sisterhood and STEM identity
Faith Freeman, University of North Carolina at Greensboro
Edna Tan, University of North Carolina at Greensboro

Talking about Systemic Racism in Science Teacher Education
Felicia M. Mensah, Teachers College, Columbia University

Small Group Reasoning about Unexpected Sensor Readings When Scaffolded (or Not): One Physics Lesson, Four Teachers
A. Lynn Stephens, The Concord Consortium
Tom Farmer, The Concord Consortium
Daniel N. Damelin, The Concord Consortium

Computer-aided Collaborative Learning
Paul Horwitz, The Concord Consortium
Cynthia McIntyre, The Concord Consortium
Jessica Andrews-Todd, Educational Testing Service

Can a Pedagogy of Learner Agency and the Internet of Things Improve Science Classroom Learning and Culture?
Sarah Haavind, The Concord Consortium
Sherry H. Hsi, The Concord Consortium

STRAND 12: Educational Technology
Technology-Enhanced Framing of Data to Facilitate Classroom Enactment of Science Practices
2:00 PM – 3:30 PM
Salon G
Discussant:
Scott McDonald, Pennsylvania State University
Presider:
Hee-Sun Lee, The Concord Consortium

Tracking Students’ Data Collection from a Simulation Model: Teacher Framing and Student Variations
Gey-Hong Gweon, Physics Front
Hee-Sun Lee, The Concord Consortium
Scott McDonald, Pennsylvania State University

STRAND 14: Environmental Education
Fostering Young Learners’ Socioecological Systems Reasoning and Decision-Making through Family and Community Supported Field-Based Science
2:00 PM – 3:30 PM
Portland
Discussant:
Sarah Stapleton, University of Oregon
Presider:
Leah A. Bricker, Northwestern University and The Spencer Foundation
Complex Socioecological Systems, Nature—Culture Relations, and Field-Based Science: A Model for Early Childhood Science Education

Megan Bang, Northwestern University
Carrie Tzou, University of Washington, Bothell
Christine Benita, Seattle Public Schools
Mary Margaret Welch, Seattle Public Schools
Sharon Siehl, Tilth Alliance

An Analysis of Young Children's Socioecological Sensemaking

Priya Pugh, University of Washington
Megan Bang, Northwestern University
Carrie Tzou, University of Washington, Bothell
Jordan D. Sherry-Wagner, University of Washington
Leah A. Bricker, Northwestern University

Wondering in Places: Culture, Ethics, and Complexity in Early Science Education

Jordan D. Sherry-Wagner, University of Washington
Megan Bang, Northwestern University
Carrie Tzou, University of Washington, Bothell

Leveraging Place-Based Science to Mediate and Transform Teacher, Family, and Student Relationships

Charlene LaDawn Montaño Nolan, Western Washington University
Megan Bang, Northwestern University
Carrie Tzou, University of Washington, Bothell

Concurrent Session 10
3:45 PM – 5:15 PM
Research Committee

Admin Symposium-Impacting Practice through Science Education Research: Communicating Within and Across Places, Contexts, and Communities

3:45 PM – 5:15 PM
Salon I

Impacting Practice through Science Education Research: Communicating within and Across Places, Contexts, and Communities

Carrie D. Allen, University of North Texas
Mary M. atwater, University of Georgia
Anne E. Emerson Leak, High Point University
Norman G. Lederman, Illinois Institute of Technology
Stanley M. Lo, University of California, San Diego
Stefanie Marshall, University of Minnesota
David C. Owens, Georgia Southern University
Christina Siry, University of Luxembourg

International Committee

Admin Symposium-Promoting an International Focus on Research and Science Teacher Education to Improve Science and Special Education

3:45 PM – 5:15 PM
Eugene

NETWORKING BREAK
3:30 PM – 3:45 PM
Concurrent Session Rooms
Promoting an International Focus on Research and Science Teacher Education to Improve Science and Special Education

Sonya N. Martin, Seoul National University, Republic of Korea
Ileana M Greca, Universidad de Burgos, Spain
Eva Silfver, Umeå University, Sweden
Ying-Ting Chiu, The Ohio State University
Da Yeon Kang, Seoul National University, Republic of Korea
Sungmin Im, Daegu University, Republic of Korea
Jeongho Daniel Cha, Daegu University, Republic of Korea
Scott Cohen, Georgia State University
Patrick J. Enderle, Georgia State University
Renee S. Schwartz, Georgia State University

Graduate Student Committee
Admin Symposium-Graduate Student Research Symposium
3:45 PM – 5:15 PM
Hawthorne/Belmont/Laurelhurst

Graduate Student Research Symposium
Ayca K. Fackler, University of Georgia
Christa Haverly, Northwestern University
Kathryn Green, University of Georgia
Melanie Kinskey, University of South Florida
Sina J. Fakoyede, University of Witwatersrand
Jessica Karch, University of Massachusetts, Boston
Timothy Klavon, Temple University
Jose Pavez, University of Georgia
Shelby Watson, University of Mississippi
Klaudja Caushi, University of Massachusetts, Boston
Caroline T Spurgin, University of California, Santa Cruz

Daniel Pimentel, Stanford University
Anne McAlister, University of Virginia
Jordan Bader, University of New Hampshire
Stephanie Eldridge, University of Georgia
Kirsten Edwards, Michigan State University
Mohammed Estaiteyeh, Western University
Chelsea Sexton, University of Georgia
Hannah Huvard, University of Colorado Denver
Scott Cohen, Georgia State University
Johannah Crandall, Washington State University
Sarah Lilly, University of Virginia
Caitlin Fine, University of Colorado, Boulder
Clarissa Keen, University of Massachusetts, Boston
Catherine Cullicott, Arizona State University
Anna Gillespie-Schneider, University of Georgia
Laura Zeller, University of Illinois at Chicago

STRAND 2:
Science Learning: Contexts, Characteristics and Interactions
Argumentation & Sense-Making
3:45 PM – 5:15 PM
Mt Hood

Presider:
Andy Cavagnetto, Washington State University

Examining Dynamics that Contribute to the Initiation and Sustenance of Sensemaking in Science
Harini Krishnan, Florida State University
Lama Jaber, Florida State University
Jennifer Schellinger, Florida State University
Sherry A. Southerland, Florida State University
Use of Evidence in Arguments about Scientific and Near-Scientific Issue

Minghui Zhu, East China Normal University
Sihan Xiao, East China Normal University

Elementary Students' Epistemic Processes on the Earth Revolution and Apparent Motion of Constellations: Practical Epistemology Analysis

Seungho Maeng, Seoul National University of Education

Influence and Characteristics of Small Group Argumentative Dialogue in Large Lecture Biology

Andy Cavagnetto, Washington State University
Erika Offerdahl, Washington State University
Jessie Arneson, Washington State University
Larry Collins, Washington State University
Jacob Woodbury, Washington State University
William B. Davis, Washington State University

Educational Media's Impact on Preschool Children's Perceptions of Science and Engineering

Kelly Jean Shea, University of Rhode Island
Sara B. Sweetman, University of Rhode Island

Divergent Paths to Building Understanding of Science and Engineering: A Comparative Case Study

Beth Rubin Holland, The University of Rhode Island
Sara B. Sweetman, University of Rhode Island

The Effects of Media on Children's Language to Describe Scientists

Susan Trostle Brand, University of Rhode Island
Kelly Jean Shea, University of Rhode Island
Sara B. Sweetman, University of Rhode Island

STRAND 3:
Science Teaching—Primary School (Grades PreK-6): Characteristics and Strategies

The Effects of Children’s Media on Preschoolers Language, Understanding, and Perceptions of Science and Engineering

3:45 PM – 5:15 PM
Meadow Lark/Douglas Fir – 3rd Floor

Children's Media as a Model of Three Dimensional Science Learning

Sara B. Sweetman, University of Rhode Island
Kelly Jean Shea, University of Rhode Island

STRAND 4:
Science Teaching—Middle and High School (Grades 5-12): Characteristics and Strategies

NGSS—Practices and Implementation

3:45 PM – 5:15 PM
Medford

Presider:
Heesoo Ha, Seoul National University

Investigating Explicitness in Teaching the NGSS Crosscutting Concepts

Kimberly Nguyen, WestEd
Maya Salcido White, WestEd
Ashley Iveland, WestEd
Jonathan Boxerman, Northwestern University
Middle School Science Teachers' Conceptions of Motivation Supports in NGSS Instruction

David McKinney, University of Nevada, Las Vegas
Pei Pei Liu, Michigan State University
Katy Nilsen, WestEd
Nonye M. Alozie, SRI International
Christopher J. Harris, WestEd
Lisa Linnenbrink-Garcia, Michigan State University
Gwen Marchand, University of Nevada, Las Vegas
Jennifer A. Schmidt, Michigan State University

NGSS Instructional Practice and Impact on Student Classroom Experience: A Comparative Case Study

Maya Salcido White, WestEd
Ashley Iveland, WestEd
Katy Nilsen, WestEd
Alexis Spina, University of California, Santa Barbara
Edward D. Britton, WestEd

Teachers' Understanding and Implementation of Equitable Instructional Strategies with the NGSS

Alexis Spina, University of California, Santa Barbara
Meghan Macias, University of California, Santa Barbara
Ashley Iveland, WestEd
Ted Britton, WestEd

STRAND 5: College Science Teaching and Learning (Grades 13-20)

Diverse Student Perceptions, Positioning, and Retention in STEM
3:45 PM – 5:15 PM
Salon D

Presider:
Melo-Jean Yap, San Diego State University

"Makes Me Think More": Student Perceptions of Learning in a Student-Centered Classroom

Ashley N. Harlow, University of California, Irvine
Brian Sato, University of California, Irvine

Educational Debts in Students' Physics Beliefs Incurred by Racism and Sexism

Jayson M. Nissen, California State University, Chico
Ian Her Many Horses, University of Colorado, Boulder
Ben Van Dusen, California State University, Chico

Impact of PBL Chemistry Laboratory Curriculum on Persistence of Traditionally at-Risk Students Majoring in Engineering

Corey A. Payne, University of Florida
Kent J. Crippen, University of Florida
Lorelie Imperial, University of Florida

Institutional Context and Identity of Black Undergraduates Pursuing STEM Degrees

Eileen Carlton Parsons, University of North Carolina at Chapel Hill
### STRAND 6: Science Learning in Informal Contexts

#### Science Learning in Museums and Zoos

**3:45 PM – 5:15 PM**

**Salon E & F**

**Presider:**  
**Reanna S. Roby**, Michigan State University

**Designing Complementary Activities for Learning in Classrooms and Fieldtrips to an Interactive Science Center**

**Danielle Boyd Harlow**, University of California at Santa Barbara  
**Ron Skinner**, Ron.Skinner@moxi.org  
**Alexandria Muller**, University of California, Santa Barbara

**How Students Interact with a Model Scale in a Science Museum Lab Activity?**

**Orit Ben Zvi Assaraf**, Ben-Gurion University of the Negev, Israel  
**Neta Shaby**, Ben-Gurion University of the Negev, Israel  
**Nicole Pillemer**, Ben-Gurion University of the Negev, Israel

**Study of Influence the Museum Model on High School Students’ Chemistry Learning**

**Ana Carolina Steola**  
**Franciani Cássia Sentanin**  
**Patricia Silva**  
**Ana Cláudia C. Kasseboehmer**, University of São Paulo

**Development of Environmental Science Agency in Youth Participating in Natural History Museum-Led Citizen Science Programs**

**Maryam Ghadiri Khanaposhtani**, University of California, Davis  
**Heidi Ballard**, University of California, Davis  
**Julia Lorke**, Natural History Museum  
**Lucy Robinson**, Natural History Museum  
**Jessie Jennewein**, Natural History Museum of Los Angeles County  
**Annie E. Miller**, California Academy of Sciences  
**Sasha Pratt-Taweh**, The Natural History Museum  
**Lila Higgins**, Natural History Museum of Los Angeles County  
**Rebecca Johnson**, California Academy of Sciences  
**Alison Young**, California Academy of Sciences

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### STRAND 6: Science Learning in Informal Contexts

#### Storybooks and STEM: Using Books as a Tool to Support Early Childhood Family STEM Learning

**3:45 PM – 5:15 PM**

**Salon C**

**Discussant:**  
**Phyllis Katz**, University of Maryland

**Presider:**  
**Scott A. Pattison**, TERC

**National Survey Results on the Use of Children’s Books to Support STEM Learning**

**Scott A. Pattison**, TERC  
**Gina Svarovsky**, University of Notre Dame  
**Phyllis Katz**, University of Maryland

Julia Plummer, Pennsylvania State University
Kyungjin Cho, Pennsylvania State University

Impacts of Connecting Children's Storybooks and Science to Increase Educator Knowledge, Confidence, and Skills Leading STEM Programs

Tara Cox, The Franklin Institute
Julia B. Skolnik, The Franklin Institute
Karen Peterson, National Girls Collaborative Project
Erin Stafford, Education Development Center
Sara Greller, Education Development Center

STRAND 7: Pre-service Science Teacher Education

Practice-Based Science Teaching

3:45 PM – 5:15 PM
Salon A

Presider:
Jacqueline N. Ekeoba, University of Houston

Hybridizing Equity-Focused, Field-Based Theory and Practice for Pre-service Science Teachers

Alexandra I. Race, University of California, Santa Cruz
Doris B. Ash, University of California, Santa Cruz

Practice-based Approaches to Elementary Science Teacher Preparation: Examination of an Immersed Methods Course Model

Stephen L. Thompson, University of South Carolina

How Do Secondary Science Teacher Candidates' Noticing Skills Develop in the Context of their Methods Courses?

Rebecca McNall Krall, University of Kentucky
Brett A. Criswell, West Chester University of Pennsylvania
Samantha Ringl, University of Kentucky


Daniel L. Moreno, University of Arizona
Austin R. Cruz, University of Arizona
Sanlyn Buxner, University of Arizona
John M. Keller, University of Colorado, Boulder
Lawrence Horvath, San Francisco State University
Deidre B. Sessoms, California State University, Sacramento
Dermott Donnelly-Hermosillo, California State University, Fresno
Elsa K. Bailey, San Francisco State University
Bo Zhu, American Institutes for Research
STRAND 8: In-service Science Teacher Education

Scaling an Effective Analysis-of-Practice PD Program in Two High-Needs Districts: Impacts, Successes, and Challenges
3:45 PM – 5:15 PM
Salon B

Discussant: Gillian H. Roehrig, University of Minnesota
Presider: Kathleen J. Roth, California State Polytechnic University, Pomona

Developing Elementary Analysis-of-Practice PD Teacher Leaders in an Urban District: Teacher and Student Impact
Paul M. Beardsley, California State Polytechnic University, Pomona
Joseph A. Taylor, University of Colorado, Colorado Springs
Kathleen J. Roth, California State Polytechnic University, Pomona
Rebecca Eddy, Cobblestone Applied Research & Evaluation, Inc.
Nicole Wickler, California State Polytechnic University, Pomona
Christopher Wilson, BSCS Science Learning
Stacey L. Carpenter, University of California, Santa Barbara

Kathleen J. Roth, California State Polytechnic University, Pomona
Stephanie Baker, Pomona Unified School District

A Video-Based, Analysis-of-Practice PD Program in High School Biology: Results for Students, Teachers, and TLs
Jody Bintz, BSCS Science Learning
Connie Hvidsten, BSCS Science Learning
Christopher Wilson, BSCS Science Learning
Molly Stuhlsatz, BSCS Science Learning
April L. Gardner, BSCS Science Learning
Cynthia Gay, BSCS Science Learning

Factors that Support and Challenge Scaling of Videobased Analysis-of-Practice PD through K-6 Teacher Leader Development
Nicole Wickler, California State Polytechnic University, Pomona
Rebecca Eddy, Cobblestone Applied Research & Evaluation, Inc.

Factors in Scaling a Videobased, Analysis-of-Practice PD Program through Development of High School Biology TLs
Christopher Wilson, BSCS Science Learning
Jody Bintz, BSCS Science Learning
Connie Hvidsten, BSCS Science Learning
Molly Stuhlsatz, BSCS Science Learning
April L. Gardner, BSCS Science Learning
Cynthia Gay, BSCS Science Learning
Gillian H. Roehrig, University of Minnesota
STRAND 8:
In-service Science Teacher Education
Student Achievement
3:45 PM – 5:15 PM
Pearl

Presider:
Darrin Collins

Effects of Professional Development and Classroom Learning Environment on Student Science Achievement
Siqi Li, State University of New York at Buffalo (SUNY)
Xiufeng Liu, State University of New York at Buffalo (SUNY)

Out-of-Field Physics Teaching in Urban, Suburban, and Rural Contexts
Robert Krakohl, Stony Brook University
Angela M. Kelly, Stony Brook University
Keith Sheppard, Stony Brook University
Linda Padwa, Stony Brook University

School Counseling and the Preparation of Pre-College Students for STEM Careers
Richard Gearns, Stony Brook University
Angela M. Kelly, Stony Brook University
Monica Bugallo, Stony Brook University

STRAND 10:
Curriculum, Evaluation, and Assessment
Assessing Scientific Concepts across Disciplines
3:45 PM – 5:15 PM
Columbia

Presider:
Peng He, Michigan State University

Mei-Hung Chiu, National Taiwan Normal University
Rachel Mamlok-Naaman, The Weizmann Institute of Science
Jan Apotheker, Faculty of Science and Engineering University of Groningen, The Netherlands

Measuring Interdisciplinary Application of the Energy Conservation Principle: A Physics/Chemistry Instrument Pair
Emily J. Borda, Western Washington University
Todd Haskell, Western Washington University
Andrew Boudreaux, Western Washington University

Learning Progressions in Science Assessments
Karyn Housh, Indiana University
Abeera P. Rehmat, Purdue University
Cindy E. Hmelo-Silver, Center for Research on Learning & Technology
Dante Cisterna, Educational Testing Service
Lei Liu, Educational Testing Service

Developing an Integrated Learning Progression and Assessments to Measure Middle School Student Proficiency of Energy
Peng He, Michigan State University
Namsoo Shin, Michigan State University
Tingting Li, Michigan State University
Joseph S. Krajcik, Michigan State University
STRAND 10:
Curriculum, Evaluation, and Assessment

Automated Scoring of Complex Performances
3:45 PM – 5:15 PM
Salmon

Discussant: James Pellegrino, University of Illinois at Chicago
Presider: Charles W. Anderson, Michigan State University

Automated Scoring of Complex Performances
Charles W. Anderson, Michigan State University
Xiaoming Zhai, Michigan State University
Karen Draney, University of California, Berkeley
Jay Thomas, Act Inc.
Karen D Wang
Jill A. Wertheim, Stanford University
Brian W. Riordan, ETS
James Pellegrino, University of Illinois at Chicago

Examining the Effect of Counterspaces on Undergraduate Women in Physics
Zahra Hazari, Florida International University
Idaykis Rodriguez, Florida International University
Eric Brewe, Drexel University
Renee-Michelle Goertzen, American Physical Society
Theodore Hodapp, American Physical Society
Monica Plisch, American Physical Society

Girls Constructing Engineering Identities through STEM Design Challenges
Christina L. Baze, University of Texas at Austin
Todd L. Hutner, The University of Alabama
Victor D. Sampson, University of Texas at Austin
Maria González-Howard, University of Texas at Austin
Catherine Riegel-Crumb, University of Texas at Austin
Richard H. Crawford, The University of Texas at Austin

STRAND 11:
Cultural, Social, and Gender Issues
Considerations for Girls & Women in Science and Engineering
3:45 PM – 5:15 PM
Salon H

Presider: Melody Russell, Auburn University

Identity Work of Successful Women in Science During Their School Years
Jonathan L. Hall, University of West Florida
Malcolm B. Butler, University of Central Florida

Seeing Women’s Science and Engineering Experiences: The Affordance of a Visual Methodology in Understanding Context
Helen Douglass, University of Tulsa
Geeta Verma, University of Colorado, Denver
Bryan Shao-Chang Wee, University of Colorado, Denver
STRAND 12: Educational Technology
Breakthroughs in Online Learning
3:45 PM – 5:15 PM
Salon G

Building Community in an Online Asynchronous PD Course: Designing for Social Capital Development

- Katherine Miller, University of Pennsylvania
- Susan Yoon, University of Pennsylvania
- Denise M. Bressler, University of Pennsylvania
- Daniel Wendel, Massachusetts Institute of Technology
- Ilana Schoenfeld, Massachusetts Institute of Technology
- Emma Anderson, Massachusetts Institute of Technology

Modeling with Real-Time Informative Feedback: Implementation and Assessment of a New MOOC Component

- Niva Wengrowicz, Technion–Israel Institute of Technology Levensky College–Research & Development Authority MOFET Institute–School of Professional Development
- Rea Lavi, Technion–Israel Institute of Technology
- Daniel Gluskin, Technion–Israel Institute of Technology
- Uri Shani, Technion–Israel Institute of Technology
- Hanan Kohen, Technion–Israel Institute of Technology
- Dov Dori, Technion–Israel Institute of Technology

Online Ethics Education: Expectations, Views, and the Design Components that May Foster Ethical Practices

- Miri I. Barak, Technion–Israel Institute of Technology

STRAND 14: Environmental Education
Modelling, Assessment, and Promotion of Climate Literacy
3:45 PM – 5:15 PM
Portland

- Discussant: Hui Jin, Educational Testing Service
- Presider: Ute Harms, IPN–Leibniz Institute for Science and Mathematics Education

Modelling, Assessment, and Promotion of Climate Literacy

- Ute Harms, IPN–Leibniz Institute for Science and Mathematics Education
- Hui Jin, Educational Testing Service

Towards a Heuristic Model for the Development of Climate Literacy

- Ute Harms, IPN–Leibniz Institute for Science and Mathematics Education
- Dirk S. Mittenzwei, IPN–Leibniz Institute for Science and Mathematics Education
- Hanno Michel, IPN–Leibniz Institute for Science and Mathematics Education

Exploring the Epistemic Orientations of Eighth Graders in a Unit on Weather & Climate

- Nathan Quarderer, University of Iowa
- Gavin W. Fulmer, University of Iowa
Assessing Climate Literacy—Development and Implementation of a Multidimensional Assessment Instrument Subject

Dirk S. Mittenzwei, IPN–Leibniz Institute for Science and Mathematics Education
Hanno Michel, IPN–Leibniz Institute for Science and Mathematics Education
Ute Harms, IPN–Leibniz Institute for Science and Mathematics Education

Fostering Secondary Students’ Evidence-Based Reasoning about Earth’s Climate with Models

Devarati Bhattacharya, University of Nebraska, Lincoln
Kimberly Carroll Steward, University of Nebraska, Lincoln
Cory T. Forbes, University of Nebraska, Lincoln
Mark A. Chandler, Columbia University

STRAND MEETINGS

5:15 PM – 6:15 PM
Concurrent Session Rooms

EQUITY & ETHICS DINNER

6:30 PM – 9:30 PM
Off-site
Concurrent Session 11
8:30 AM – 10:00 AM

NSTA
Admin Symposium-Translating your Research into Forms that are Useful to K-12 Science Educators
8:30 AM – 10:00 AM
Eugene

Discussant:
Norman G. Lederman, Illinois Institute of Technology
Valarie L. Akerson, Indiana University
David Crowther, University of Nevada, Reno
Judith Lederman, Illinois Institute of Technology
Victor D. Sampson, University of Texas at Austin
Kathy Trundle, Utah State University

STRAND 1:
Science Learning: Development of Student Understanding
Understanding of Climate and Natural Systems
8:30 AM – 10:00 AM
Salmon

Presider:
Asli Sezen-Barrie, University of Maine

Assessment of Students' Explanatory Models for Conceptual and Epistemic Quality: The Case of Ocean Acidification (OA) and Its Impacts on Oysters
Asli Sezen-Barrie, University of Maine
Mary K. Stapleton, Towson University
Anica Miller-Rushing, University of Maine

Climate Education in Secondary Science: Comparison of Model-Based and Non-Model-Based Investigations of Global Climate Data
Devarati Bhattacharya, University of Nebraska
Kimberly Carroll Steward, University of Nebraska, Lincoln
Cory T. Forbes, University of Nebraska, Lincoln
Mark Chandler, Columbia University

Making Community Experiences and Knowledge Visible in Modeling Local Climate Systems
Heather F. Clark, University of California, Los Angeles
William A. Sandoval, University of California, Los Angeles

Preschool Children's Understandings of Food Webs Throughout a Summer Camp Experience
Lisa A. Borgerding, Kent State University
Fatma Kaya, Kent State University

Students' Plausibility Shifts and Knowledge Gains When Evaluating Competing Explanatory Models about Freshwater Resource Availability
Timothy Klavon, Temple University
Janelle M. Bailey, Temple University
Doug Lombardi, University of Maryland, College Park
Archana Dobaria, Temple University
**STRAND 2:**
Science Learning: Contexts, Characteristics and Interactions

**Motivating Youth Engagement**

8:30 AM – 10:00 AM

Hawthorne/Belmont/Laurelhurst

Presider:
Jonathan Shemwell, University of Alabama

Influences of Worldview and Knowledge on Climate Change Discourse: Evidence for Ideologically-Motivated Reasoning among Youth

Lynne Zummo, Stanford University
Brian M. Donovan, BSCS
K. C. Busch, North Carolina State University

Social Interdependence of Young Adolescents during a Smart-Greenhouse Project in a Required Science Class

David W. Jackson, Boston College
Pablo Bendiksen Gutierrez, Boston College
Amy R. Semerjian, Boston College

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**STRAND 2:**
Science Learning: Contexts, Characteristics and Interactions

Characteristics of the Learning Environment

8:30 AM – 10:00 AM

Mt Hood

Presider:
Jeanna R. Wieselmann, Southern Methodist University

"Integrating" Investigations into Science Teaching: What Are Essential?

Lin Zhang, Providence College
Jennifer Van Reet, Providence College

Characterizing Epistemic Messages that Support the Development of Student Intellectual Authority in the Classroom

Susan B. Kelly, University of Illinois
Stina Krist, University of Illinois at Urbana, Champaign

Developing and Teaching Science Textbooks’ Content According to STEM Education Approach: The Centralized Educational System Context

Mohammed A. Aljallal, Riyadh Educational Administration, Ministry of Education, Saudi Arabia. Excellence Research Center of Science and Mathematics Education ECSME, King Saud University.

Saeed M. Alshamrani, Department of Curriculum & Instruction, College of Education, King Saud University. Excellence Research Center of Science and Mathematics Education ECSME, King Saud University

Experience Characteristics and Knowledge Sharing Interactions in a Field-Based Paleontology Social Network

Richard T. Bex, University of Florida
Corey A. Payne, University of Florida
Jennifer E Bauer, University of Florida & University of Michigan
Kent J. Crippen, University of Florida
Jeanette Pirlo, Florida Museum of Natural History
STRAND 3: Science Teaching—Primary School (Grades PreK-6): Characteristics and Strategies

**Early Childhood Scientific Thinking**

8:30 AM – 10:00 AM
Meadow Lark/Douglas Fir – 3rd Floor

Presider: Emily C. Miller, University of Wisconsin, Madison

A Study of the Impact of an Early Childhood Intervention on STEM Learning

Charlene M. Czerniak, University of Toledo
Peter Paprzycki, University of Toledo
Grant Wilson, The University of Toledo
Jeanna Heuring, The University of Toledo
Susanna Hapgood, The University of Toledo
Joan Kaderavek, University of Toledo
Scott Molitor, The University of Toledo

Kindergarten Students’ Emerging Particle Models of Matter

Alaina Pearl Glidden, Purdue University, Department of Curriculum and Instruction
Bima Sapkota, Purdue University, Department of Curriculum and Instruction
Krista Hook, Purdue University, Department of Curriculum and Instruction
Lynn A. Bryan, Purdue University, Center for Advancing the Teaching and Learning of STEM
Ala Samarapungavan, Purdue University, Department of Educational Studies

To What Extent Does The Lab Center Influence Preschoolers’ Inquiry, Self-Regulation, and Metacognitive Capabilities?

Ornit Spektor-Levy, The School of Education Bar-Ilan University Israel

Ronit Fridman, The School of Education Bar-Ilan University Israel
Netta Perry, The School of Education Bar-Ilan University Israel

STRAND 4: Science Teaching—Middle and High School (Grades 5-12): Characteristics and Strategies

Intersecting Earth Science and Engineering Concept in the Classroom

8:30 AM – 10:00 AM
Salon E

Presider: Matthew Johnson, Pennsylvania State University

Impact of Engineering Design Integrated Science on Student Learning Outcomes

Laura O. Pottmeyer, Carnegie Mellon University
Frackson Mumba, University of Virginia

Instructional Differences in the Support of System-Level Mechanistic Models of Plate Tectonics

Scott McDonald, Pennsylvania State University
Kathryn M. Bateman, Temple University
Arzu Tanis Ozcelik, Aydin Adnan Menderes University

Middle School Students’ Understanding of Lunar Phases: A Quasi-Experimental Study

Merryn Cole, University of Nevada Las Vegas
Jennifer A. Wilhelm, University of Kentucky
Science Teachers’ Goal Conflicts when Integrating Engineering into Science Classes

- Todd L. Hutner, The University of Alabama
- Victor D. Sampson, University of Texas at Austin
- Christina L. Baze, University of Texas at Austin
- Lawrence Chu, The University of Texas at Austin
- Richard H Crawford, The University of Texas at Austin

STRAND 5: College Science Teaching and Learning (Grades 13-20)

Using Representations to Learn Science

8:30 AM – 10:00 AM
Salon F

Presider:
Nicole Graulich, Justus-Liebig Universität Giessen

Development of a Framework for Studying Abstraction in Undergraduate Physical Chemistry

- Jessica Karch, University of Massachusetts, Boston
- Hannah Sevian, University of Massachusetts, Boston

Effects of Dynamic and Static Cueing in Instructional Videos on Students’ Conceptual Understanding in Chemistry

- Nicole Graulich, Institute of Chemistry Education, Justus-Liebig Universität Giessen
- Sascha Bernholt, IPN–Leibniz Institute for Science and Mathematics Education, Kiel, Germany

STRAND 5: College Science Teaching and Learning (Grades 13-20)

Empowering Emerging Postsecondary Educators

8:30 AM – 10:00 AM
Salon D

Presider:
Robert Idsardi, Eastern Washington University

An Exploration of Biology Graduate Students’ Ambivalent Perceptions of the Research—Teaching Ecology

- Joshua W. Reid, Middle Tennessee State University
- Grant E. Gardner, Middle Tennessee State University
Engaging Undergraduate Learning Assistants in Formative Assessment in Large STEM Classes

Young Ae Kim, University of Arizona
Katelyn Southard, University of Arizona
Jonathan Cox, University of Arizona
Lisa Elfring, University of Arizona
Paul Blowers, University of Arizona
Vicente A. Talanquer, University of Arizona

Exploring Sources of And Changes In Graduate Teaching Assistant Teacher Efficacy Throughout A Semester

Cody Smith, University of Nebraska-Lincoln
Cesar Delgado, North Carolina State University

Opportunities for Graduate Teaching Assistants to Make Epistemic Shifts in the Laboratory

Justin McFadden, University of Louisville
Linda C. Fuselier, University of Louisville

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STRAND 6:
Science Learning in Informal Contexts
Science Learning through Non-Traditional ISL Experiences

8:30 AM – 10:00 AM
Salon C

Presider:
Angela Fitzgerald, University of Southern Queensland

Can Laypeople Identify and Judge Scientific Expertise in the Context of Vaccines?

Aviv J. Sharon, Technion–Israel Institute of Technology
Ayelet Baram-Tsabari, Technion–Israel Institute of Technology

Engaging Students in Learning about Climate Change through Filmmaking: A Transformative Educational Experience

Megan K. Littrell, CIRES Education & Outreach University of Colorado, Boulder
Erin Leckey, CIRES Education & Outreach University of Colorado, Boulder
Anne U. Gold, CIRES Education & Outreach University of Colorado, Boulder
Kelsey Tayne, CIRES Education & Outreach University of Colorado, Boulder
Christine Okochi, CIRES Education & Outreach University of Colorado, Boulder
Kristin L. K. Koskey, The University of Akron
Toni A. Sondergeld, Drexel University

Exploring Science in a Science Fiction Convention Community: Convention attendees’ Perceptions of Science

Gina Childers, Texas Tech University
Donna Governor, University of North Georgia
Kania Greer, Georgia Southern University
Vaughan S. James, University of Florida

Situated Escape Games: Facilitating Knowledge and Awareness about Healthy Nutrition

Tal Yachin, Technion–Israel Institute of Technology
Miri I. Barak, Technion–Israel Institute of Technology

Thinking Beyond the Conference: Fan Conventions as Places to Communicate Science

Donna Governor, University of North Georgia
Gina Childers, Texas Tech University
Kania Greer, Georgia Southern University
Vaughan S. James, University of Florida
STRAND 7:
Pre-service Science Teacher Education
Pre-service Teacher Journaling and Reflection
8:30 AM – 10:00 AM
Salon A

Presider:
Felicia Moore Mensah, Teachers College, Columbia University

The Effect of Interactive Science Journals on Pre-service Teachers’ Planning and Teaching
Christine Schnittka, Auburn University
Mark Brenneman, Auburn University

Nascent Impacts of Engaging Pre-service Elementary Teachers with Wonder
Christie C. Byers, George Mason University
Andrew B. Gilbert, George Mason University

Developing Shared Conception of STEM Education among Pre-service Elementary Teachers: How Effective is Short Intervention?
Mounir R. Saleh
Hanan Abdo
Faris Alsuliman
Adam AlZayer
Reem Saleh

STRAND 8:
In-service Science Teacher Education
Supporting Authentic Science Practices
8:30 AM – 10:00 AM
Pearl

Presider:
Laura Zeller, University of Illinois at Chicago

Developing and Sustaining Lines of Inquiry to Improve Modeling-based Teaching in a Professional Learning Community
Soo-Yean Shim, University of Washington
Jessica J. Thompson, University of Washington

Examining how Professional Development with Educative Curriculum Materials Supports Teachers’ Modeling Knowledge and Pedagogical Design Capacity
Karen Lionberger, University of Georgia
Julie M. Kittleson, University of Georgia

Changes In Middle School STEM Teachers’ Drawn Mental Models of STEM Education Over Time
Matthew Wilsey, Stanford University
Matthew Kloser, University of Notre Dame

STRAND 8:
In-service Science Teacher Education
Teachers’ Beliefs, Perceptions and Knowledge of Socioscientific Issues for Global Citizenship
8:30 AM – 10:00 AM
Salon B

Discussant:
Troy Sadler, University of North Carolina at Chapel Hill
Science Teachers’ Pedagogical Content Knowledge Development during Enactment of Socioscientific Curriculum Materials

Durdane Bayram-Jacobs, Department of Science Education, Radboud University, Nijmegen, The Netherlands
Ineke Henze, Radboud University, Nymegen
Maria Evagorou, University of Nicosia
Yael Shwartz, The Weizmann Institute of Science
Elin Leirvoll Aschim, Department of Mathematics and Science Education, University of South-Eastern Norway, Horten, Norway
Silvia Alcaraz-Dominguez, Universitat de Barcelona
Mario Barajas, Universitat de Barcelona
Etty Dagan, Darcaa School Gedera, Israel

Teacher Perceptions about Using SSI to Teach Scientific Knowledge

Silvia Alcaraz-Dominguez, Universitat de Barcelona

Tension and Conflict in Implementing SSI as Reflected in Teachers’ Beliefs and Implementation

Emil Eidin, Michigan State University
Yael Shwartz, The Weizmann Institute of Science

The Design and impact of SSI Professional Development program

Yael Shwartz, The Weizmann Institute of Science
Emil Eidin, Michigan State University

Discussion

Troy Sadler, University of North Carolina at Chapel Hill

STRAND 9: Reflective Practice
Teacher Efficacy, Ownership, and Practice

8:30 AM – 10:00 AM
Salon I

Presider:
Lisa M. McDonald, Teachers College, Columbia University

Cross-Curricular Planning to Enhance Faculty Practice: An Analysis of Graduate-Level STEM and Diversity Course Instruction

Ebony Terrell Shockley, University of Maryland, College Park
Deborah Roberts-Harris, University of New Mexico
Natalie Harr Ylizade, University of Maryland, College Park
Cachanda K. Orellana, University of Maryland, College Park
Kristina Kramarczuk, University of Maryland, College Park

Improving Teacher Efficacy in a Chinese School: A Case Study of Professional Learning Community

Daniel Carpenter, Researcher and Educational Consultant
Qing Gao, Science Teacher and Administrator, Shenzhen China
Brenda L. Carpenter, National Science Foundation

Teacher Ownership for the Proposed Teaching Approaches

Ana Valdmann, University of Tartu
Jack B. Holbrook, University of Tartu
Miia Rannikmae, University of Tartu
**STRAND 10: Curriculum, Evaluation, and Assessment**

**Design, Development, and Testing of a Media-Rich Three-dimensional Middle School Science Unit**

8:30 AM – 10:00 AM  
**Columbia**

Discussant:  
**Katherine McNeill**, Boston College

**Developing a Unit Designed for NGSS: Successes and Lessons Learned in the Development Process**

- **Lindsey Mohan**, BSCS Science Learning  
- **Susan M. Kowalski**, BSCS  
- **Betty Stennett**, BSCS  
- **Mark Bloom**, BSCS  
- **Catherine Stimac**, Oregon Public Broadcasting  
- **Heather Young**, Oregon Public Broadcasting  
- **Lisa Carey**, BSCS Science Learning  
- **Jeffrey Snowden**, BSCS Science Learning

**Paper 2: Developing a Media-Rich Digital Unit to Support 3D Teaching and Learning**

- **Catherine Stimac**, Oregon Public Broadcasting  
- **Heather Young**, Oregon Public Broadcasting  
- **Susan M. Kowalski**, BSCS  
- **Betty Stennett**, BSCS  
- **Lindsey Mohan**, BSCS Science Learning  
- **Mark Bloom**, BSCS  
- **Jeffrey Snowden**, BSCS Science Learning  
- **Lisa Carey**, BSCS Science Learning

**Professional Development for A Medical Mystery: Moving Beyond the Curriculum**

- **Betty Stennett**, BSCS  
- **Susan M. Kowalski**, BSCS  
- **Lindsey Mohan**, BSCS Science Learning  
- **Mark Bloom**, BSCS  
- **Catherine Stimac**, Oregon Public Broadcasting  
- **Heather Young**, Oregon Public Broadcasting  
- **Lisa Carey**, BSCS Science Learning  
- **Jeffrey Snowden**, BSCS Science Learning

**A Quasi-experimental Study of the Efficacy of a Designed-for-NGSS Unit and PD**

- **Susan M. Kowalski**, BSCS  
- **Jeffrey Snowden**, BSCS Science Learning  
- **Lisa Carey**, BSCS Science Learning  
- **Betty Stennett**, BSCS  
- **Lindsey Mohan**, BSCS Science Learning  
- **Mark Bloom**, BSCS  
- **Heather Young**, Oregon Public Broadcasting  
- **Lisa Carey**, BSCS Science Learning  
- **Jeffrey Snowden**, BSCS Science Learning

**Designing, Developing, and Testing Curriculum and PD for the NGSS: Discussant Remarks**

- **Katherine L. McNeill**, Boston College

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**STRAND 10: Curriculum, Evaluation, and Assessment**

**Investigation of Teacher Knowledge**

8:30 AM – 10:00 AM  
**Portland**

Presider:  
**Jamie N. Mikeska**, Educational Testing Service (ETS)
Knowledge in Use: Examining Elementary Teachers’ Content Knowledge for Teaching about Matter using Scenario-Based Assessments

Jamie N. Mikeska, Educational Testing Service (ETS)
Dante Cisterna, Educational Testing Service
Heena R. Lakhani, University of Washington
Luronne Vaval, Teachers College, Columbia University
Allison Bookbinder, Teachers College, Columbia University
David L. Myers, University of Georgia

Investigating Teacher Knowledge of NGSS Through Developing 3D Science Assessments

Elizabeth X. De Los Santos, University of Nevada, Reno
Candice R. Guy-Gaytán, University of Nevada

Assessing Professional Vision of Oral Scientific Argumentation Using Video Annotations

April B. Holton, Arizona State University
J. Bryan Henderson, Arizona State University
Eric Greenwald, University of California, Berkeley, Lawrence Hall of Science
Nicole Zillmer, Authentic Connections
Megan Goss, University of California, Berkeley, Lawrence Hall of Science
Christina Morales, University of California, Berkeley, Lawrence Hall of Science
Lisette Lopez, University of California, Berkeley, Lawrence Hall of Science
P. David Pearson, University of California, Berkeley

Development of a Questionnaire on Teachers’ Knowledge of Language as an Epistemic Tool

Chenchen Ding, University of Iowa
Gavin W. Fulmer, University of Iowa
Jihyun Hwang, University of Iowa
Brian M. Hand, University of Iowa
Jee Kyung Suh, University of Alabama
William Hansen, University of Iowa

STRAND 11: Cultural, Social, and Gender Issues
Exploring Feminism and Materialism in Science Education
8:30 AM – 10:00 AM
Salon H

Presider:
David M. Sparks, University of Texas at Arlington

Implications of Materialism Feminism for Chemistry Teaching and Students’ Learning
Kathryn Scantlebury, University of Delaware
Catherine E. Milne, New York University
Anita Hussenius, Uppsala University, Centre for Gender Research

Learning to Use "The Mill": Material-Embodied STEM Learning in High School Robotics
Colin H. Hennessy Elliott, NYU

South Korean Students’ and Teachers’ Views of Gender in Science
Hannoori Jeong, University of Maryland, College Park

Using Scientific Practice to Address the Girls’ Crisis: Designing Science Education From a Feminist Perspective
Heather B. Page, New York University
STRAND 12:
Educational Technology

New Methods of Measurement and Analysis to Move the Field Forward
8:30 AM – 10:00 AM
Salon G

Presider:
Richard Lamb, East Carolina University

An Emotional-Cognitive Approach to Holistically Assessing Computational Thinking and Emotional Constructs for Classrooms and Researchers
Amy R Semerjian, Boston College
Mike Barnett, Boston College

Analyzing Girls’ Flow Experience in an AR Game: Regularized Bayesian Regression in Design-Based Research
Shane Tutwiler, University of Rhode Island
Denise M. Bressler, University of Pennsylvania

Development, Validity and Reliability of an Educational Robotics Based Technological Pedagogical Science Knowledge Self-Efficacy Scale
Hilal Yanis, Gazi University
Nejla Yürük, Gazi University

Action Research in a Rural Afro-Ecuadorian School and Community: El Problema de la Basura
Daniel M. Levin, University of Maryland, College Park
Carolina Napp-Avellii, University of Maryland, College Park
Carlos Vieira, The Onzole River Project
Callie Herring, Teachers2Teachers-Global
Sebastian Fernandez-Napp, University of Maryland, College Park
Jenny McGlone, Teachers2Teachers-Global
Chadd McGlone, Teachers2Teachers-Global

Infusing Social Responsibility in Higher Education through Education for Sustainable Development
Heba El-deghaidy, American University in Cairo

Motivating High School Environmental Science Students through the Lens of Environmental Justice
Elliott J Karetny, Rowan University
Issam H. Abi-El-Mona, Rowan University

Youth as Conservationists, Altruists, Inventors, and Investigators: Designing for Multi-Faceted Disciplinary Identities
Heidi B. Carlone, The University of North Carolina at Greensboro
Michelle Lovett, The University of North Carolina at Greensboro
Alison Mercier, The University of North Carolina at Greensboro
Dearing Blankmann, The University of North Carolina at Greensboro
Ti’Era D. Worsley, University of North Carolina at Greensboro

NETWORKING BREAK
10:00 AM – 10:30 AM
Concurrent Session 12
10:30 AM – 12:00 PM

Publications Advisory Committee
Admin Symposium-NSTA's Annual Research Worth Reading Recognition
10:30 AM – 12:00 PM
Eugene

NSTA's Annual Research Worth Reading Recognition

Hayat Hokayem, Texas Christian University
G. Michael Bowen, Mount Saint Vincent University
Emily G. Schoerning, Anshe Emet
Christina Siry, University of Luxembourg

Selected Papers:
Ryoo, K., & Bedell, K. (2019). Supporting linguistically diverse students' science learning with dynamic visualizations through discourse-rich practices, JRST 56, p. 270-301


STRAND 1:
Science Learning: Development of Student Understanding

Understandings about Genetics, Evolution, and Natural Selection
10:30 AM – 12:00 PM

Salmon

Presider:
Nonye M. Alozie, SRI International

Fostering the Use of Key Concepts in Natural Selection

Helena Aptyka, Institute for Biology Education, University of Cologne
Victoria Hollmann, Institute for Biology Education, University of Cologne
Daniela Fiedler, IPN–Leibniz Institute for Science and Mathematics Education, Kiel, Germany
Jörg Großschedl, Institute for Biology Education, University of Cologne

Generating a Comprehensive, Context-Sensitive Framework for Evolution Cognition

Cesar Delgado, North Carolina State University
Kathryn Green, University of Georgia

Improving Student Knowledge of Multifactorial Genetics Could Reduce Racial Prejudice

Brian M. Donovan, BSCS
Monica Weindling, BSCS Science Learning
Brae Salazar, BSCS Science Learning

Scaffolding Secondary Students' Natural Selection Transfer Through Computational Thinking

Amanda N. Peel, Northwestern University
Golnaz Arastoopour Irgens, Clemson University
STRAND 2:  
Science Learning: Contexts, Characteristics and Interactions  
**Complexity, Cognition, & the Human Experience**  
**10:30 AM – 12:00 PM**  
Mt Hood  

Presider:  
Sihan Xiao, East China Normal University  

Does Class Size Really Matter in a Metacognitive Biology Classroom?  
Ngozika M. Mbaijorgu, Enugu State University of Science and Technology  
Chinenye P Nwobodo, Enugu State University of Science and Technology  
Chidinma A Ezeano, Enugu State University of Science and Technology  
Conatance E Idoko, Enugu State University of Science and Technology  

Toward a Conception of Humanizing Science Learning  
Takumi Sato, Virginia Tech  
Daniel Birmingham, Colorado State University  

Can Elementary School Students Understand The Complexity of The Lesser Kestrel’s Ecological System?  
Dafna Gan, Kibbutzim College of Education and the Arts, Israel  
Adi Gal, Kibbutzim College of Education and the Arts, Israel  
Orit Ben Zvi Assaraf, Ben-Gurion University of the Negev, Israel  

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STRAND 2:  
Science Learning: Contexts, Characteristics and Interactions  
**Perceptional & Conceptual Change**  
**10:30 AM – 12:00 PM**  
Hawthorne/Belmont/Laurelhurst  

Presider:  
David McKinney, University of Nevada, Las Vegas  

Comparing Pre-service Teachers’ Perception of Learning Between Conceptual Change Inquiry Curriculum and Traditional Lecture Approaches  
Lloyd M. Mataka, Lewis-Clark State College  
Rex N. Taibu, Queensborough CC: City University of New York  

The Role of Confusion in Conceptual Change Scenarios for Pre-service Science Teachers  
Mariya Pachman, Florida State University  
Hye-Eun Chu, Macquarie University, Sydney  
Lori Lockyer, University of Technology Sydney  

The Impact of a Rich Classroom Epistemic Climate: Students’ Perceptional Changes and Cognitive Growth  
Yejun Bae, University of Iowa  
Seohee Park, University of Iowa  
Brian M. Hand, University of Iowa
STRAND 3:
Science Teaching—Primary School (Grades PreK-6): Characteristics and Strategies
Integration in the Elementary Curriculum
10:30 AM – 12:00 PM
Meadow Lark/Douglas Fir – 3rd Floor

Arts-Integrated Science Instruction: Exploring the Impacts of Instructional Order Effects on Earth Science Learning Gains
Sage Andersen, University of California, Irvine
Joseph T. Wong, University of California, Irvine
Michael Corrigan, MDED Inc
Doug Grove, MDED Inc.
Brad Hughes, University of California, Irvine

Elementary Teachers’ Conceptions of Successful Science and Literacy Integration
Leigh K. Smith, Brigham Young University
Ryan Nixon, Brigham Young University
Kendra Hall-Kenyon, Brigham Young University

Linking literacy and Science in Elementary through Project-based Learning
Joi Merritt, James Madison University
Sarah Lupo, James Madison University

Talking and Writing Three-Dimensional Science: Examining Productive Language Demands of the NGSS Elementary Standards
Karl G. Jung, University of South Florida

STRAND 4:
Science Teaching—Middle and High School (Grades 5-12): Characteristics and Strategies
Inquiry-Based Instruction and Explorative Science Practices
10:30 AM – 12:00 PM
Salon E

Presider: Mohammed Estaiteyeh, University of Western Ontario

Inquiry-Based Science Instruction and Student Science Achievement in PISA 2015
Cory T. Forbes, University of Nebraska, Lincoln
Knut Neumann, Leibniz Institute for Science Education (IPN) Kiel
Anja Schiepe-Tiska, Technische Universität München TUM School of Education Zentrum für Internationale Bildungsvergleichsstudien (ZIB) e.V.

Matter Matters: Exploring the Role of Materiality in the Science Classroom
Rishi (Shruti) Krishnamoorthy, New York University

The Progression of Pre-service and In-service Science Teachers’ Abilities to Teach Inquiry-based Science
Jeanette Bartley, Illinois Institute of Technology
Judith S. Lederman, Illinois Institute of Technology
STRAND 5: College Science Teaching and Learning (Grades 13-20)

Engaging Students’ Interdisciplinary Connections

10:30 AM – 12:00 PM
Salon D

Presider:
Renata P. Orofi o, Universidade Federal do ABC

Connecting Ideas Across Courses: Relating Energy, Bonds, and How ATP Hydrolysis can Power a Molecular Motor

Abigail I. Green, Michigan State University
Kristin N. Parent, Michigan State University
Sonia M. Underwood, Florida International University
Rebecca L. Matz, Michigan State University

Creating and Testing an Assessment of Interdisciplinary Connections: Entropy to Osmosis

Brianna L. Martinez, Michigan State University
Kristin N. Parent, Michigan State University
Sonia M. Underwood, Florida International University
Rebecca L. Matz, Michigan State University

When Differences Don’t Divide: Graduate Students’ Perceptions of Participating in an Interdisciplinary Collaboration

Katherine McCance, North Carolina State University
Margaret R. Blanchard, North Carolina State University

STRAND 6: Science Learning in Informal Contexts

Measuring the Long-Term Effects of Informal Education Experiences: An Interactive Research Symposium

10:30 AM – 12:00 PM
Salon C

Discussant:
Aaron Price, Museum of Science and Industry, Chicago, Neta Shaby, Oregon State University

Presider:
John H. Falk, Institute for Learning Innovation

Measuring the Long-Term Effects of Informal Education Experiences: An Interactive Research Symposium

John H. Falk, Institute for Learning Innovation
Adam V. Maltese, Indiana University
Lynn D. Dierking, Oregon State University
Nancy L. Staus, Oregon State University
Angela Skeeles-Worley, University of Virginia
Neta Shaby, Oregon State University
Aaron Price, Museum of Science and Industry, Chicago
David Meier, Institute for Learning Innovation

STRAND 7: Pre-service Science Teacher Education

Pre-service Teachers Perceptions of Engineering

10:30 AM – 12:00 PM
Salon F

Presider:
Heesoo Ha, Seoul National University
Looking across Multiple Practice-Based Science Methods Courses to Empirically Ground the Draw-an-Engineering-Teacher Test (DAETT)
Rebekah Hammack, Montana State University
Tina Vo, University of Nevada, Las Vegas

Using Epistemic Network Analysis to Explore Pre-service Teachers' Connections among Nature of Engineering Ideas
Jennifer C. Parrish, University of Northern Colorado
Jacob Pleasants, Keene State College
Joshua W. Reid, Middle Tennessee State University
Bridget K. Mulvey, Kent State University
Erin E. Peters-Burton, George Mason University

Pre-service Elementary Teachers' Conceptions of Engineering and their Future Teaching Practice
Amy V. Farris, Penn State University

Integrating Learning of Science with Engineering Design in a Physics Course for Elementary Pre-service Teachers
Sanjay Rebello, Purdue University

The Impact of Engineering Design on Student Achievement in Science
Selcen Guzey, Purdue University
Richard Lie, Purdue University

Conceptualizing Modeling as a Situated Engineering Practice within Pre-service Teachers' Learning of Science and Design
Richard J. Aleong, Purdue University
Robin Adams, Purdue University

Elementary Pre-service Teachers' Trajectories in Learning to Teach Science Ambitiously through Engineering Design
Brenda M. Capobianco, Purdue University
Jeffrey Radloff, SUNY Cortland
Kristen B. Wendell, Tufts University
Brenda M. Capobianco, Purdue University

STRAND 7: Pre-service Science Teacher Education
Using Principles of Engineering Design to Advance Elementary Science Teacher Preparation
10:30 AM – 12:00 PM
Salon A
Discussant: Kristen Wendell, Tufts University
Presider: Brenda M. Capobianco, Purdue University

STRAND 8: In-service Science Teacher Education
Approaches to PD to Support Science Teaching
10:30 AM – 12:00 PM
Salon B
Presider:
Lisa M. McDonald, Teachers College, Columbia University,

A Model for Teacher-Initiated STEM Project-Based Learning
Bryan M. Rebar, University of Oregon
Talbot Bielefeldt, Clearwater Program Evaluation
Dean Livelybrooks, University of Oregon
From Doing Science to Teaching Science: Enhancing Instruction by Engaging Teachers in Extended Scientific Inquiry

Lama Jaber, Florida State University
Vesal Dini, Tufts University

Motivating Change: Meeting Teachers' Needs in Science Professional Development

Brit Toven-Lindsey, California State University, East Bay
Kathryn N. Hayes, California State University, East Bay
Christine L Bae, Virginia Commonwealth University
Dawn O'Connor, Alameda County Office of Education
Jeffery Seitz, California State University, East Bay

Impact of Beginning Career Science Teachers' Social Networks and Self-Efficacy on Retention

Meltem Alemdar, Georgia Institute of Technology
Christopher Cappelli, Georgia Institute of Technology
Jessica Gale, Georgia Institute of Technology

The Impact of Induction on Aspects of Culturally Responsive Instruction

Zachary Stepp, University of Florida
Julie C. Brown, University of Florida

The Professional Learning of Secondary Science Teachers: The First-Five Years

Julie A. Luft, University of Georgia
Sissy S. Wong, University of Houston
Kathleen Hill, Pennsylvania State University

STRAND 8: In-service Science Teacher Education

Professional Development to Support Induction of New Science Teachers

10:30 AM – 12:00 PM
Medford

Presider:
Ryan Coker, Florida State University

Beginning Secondary Science Teachers' Contextualized and Decontextualized Inquiry Implementation: A Randomized Controlled Trial

Shannon L. Navy, Kent State University
Jennifer L. Maeng, University of Virginia
Randy L. Bell, Oregon State University
Fatma Kaya, Kent State University

Analysis of AP Chemistry Teachers' Online Interaction on Facebook

Shaghayegh Fateh, Middle Tennessee State University
Gregory Rushton, Middle Tennessee State University
David Yaron, Carnegie Mellon University
Chinmay Kulkarni, Carnegie Mellon University
AP Chemistry Teachers’ Online Professional Learning Platform: A Design Perspective

Samuel G. Karanja, Middle Tennessee State University
Gregory Rushton, Middle Tennessee State University–Tennessee Science, Technology, Engineering and Mathematics Education Center (TSEC)
David Yaron, Carnegie Mellon University
Chinmay Kulkarni, Carnegie Mellon University
Amanda Perez, Research Associate, Carnegie Mellon University

Factors Related to Reform in Science Teaching through Teacher Professional Development

Dennis Sunal, University of Alabama
Cynthia Szymanski Sunal, University of Alabama
Marilyn Maxwell Stephens, University of Alabama
Marsha Simon, University of West Georgia
Rachael L. Tawbush, The University of Alabama
Haley Harville-York, University of Alabama
Sabrina Stanley, University of Alabama

Assessing Novelty and Model-Based Systems Thinking in Solutions to Design Problems

Dov Dori, Technion
Rea Lavi, Technion–Israeli Institute of Technology
Judy Yehudit Dori, Technion

Validating a Learning Progression for ‘Mathematization’ of Science

Dante Cisterna, Educational Testing Service
Hui Jin, Educational Testing Service
Shin Hyo Jeong, Educational Testing Service

Grade 12 Students’ Conceptual Understanding of Core Ideas in Biology

Helin Semilarski, University of Tartu
Anne Laius, University of Tartu

Developing an Appropriate Measurement Model for the State-Level NGSS Science Assessment in Michigan

Tamara J. Smolek, Michigan State University
Ji Zeng, Michigan Department of Education

Incorporate Science Concepts in the Process of Generating Scientific Explanations

Xiaoxin Lyu, Teachers College Columbia University
Anna C. MacPherson, American Museum of Natural History

STRAND 10: Curriculum, Evaluation, and Assessment

Dynamic Relationships between Practices and Knowledge in Science Assessment

10:30 AM – 12:00 PM
Columbia

Presider:
Xiaoxin Lyu, Teachers College Columbia University
STRAND 11: Cultural, Social, and Gender Issues
Counterspaces and Critical Considerations in University Settings
10:30 AM – 12:00 PM
Salon H

Presider:
Tara M. Nkrumah, Arizona State University

"Maybe on the Spectrum": Physical Science Pedagogy and Gender Performativity at a Major Research University
Katherine Doerr

Creating a Virtual Counterspace for Marginalized Communities in STEM
Ann Varnedoe, Vanderbilt
William Robinson
Monica L. Ridgeway, Vanderbilt University
Dara Naphan-Kingery
Ebony McGee

How Biology and Physics Faculty Guide Female and URM Faculty toward Leadership, Research, and Teaching
Eugene Judson, Arizona State University
Lydia Ross, Arizona State University

Sexism, Hostile Work Environment, and the Impostor Phenomenon
Devasmita Chakraverty, Indian Institute of Management Ahmedabad

STRAND 12: Educational Technology
Digital Tools: Research and Demonstration Showcase
10:30 AM – 12:00 PM
Salon G

Presider:
Denise M. Bressler, University of Pennsylvania

Digital Curation for Promoting Personalized Science Learning
Dina Tsybulsky, Technion–Israel Institute of Technology

Examining High School Students' Scientific Practices during an Augmented Thermal Perception Lab
Shannon H. Sung, The Concord Consortium
Guanhua Chen, The Concord Consortium
Ji Shen, University of Miami
Xudong Huang, The Concord Consortium
Joyce Massicotte, The Concord Consortium
Changzhao Wang, University of Miami
Charles Xie, The Concord Consortium
Elena Sereiviene, The Concord Consortium

Exploring Middle School Students' Epistemological Framings of a Gesture-Augmented Computer Simulation Depicting Thermal Conduction
Nitasha Mathayas, University of Illinois at Urbana–Champaign
Robb Lindgren, University of Illinois at Urbana, Champaign
STRAND 14: Environmental Education

Traditional Ecological Knowledge (TEK): Water Stories, Sustainability, Models, and Evidence

10:30 AM – 12:00 PM
Portland

Presider:
Bhaskar Upadhyay, University of Minnesota

Indigenous Science Agency: Water, Local Knowledge, and Politics

Mahesh Tharu, Jagadamba Higher Secondary School
Bhaskar Upadhyay, University of Minnesota

Indigenous Mapping: Culturally Relevant, Technology-Enhanced Teaching Strategies for Indigenous Learners Across Places and Contexts

Sharon Nelson-Barber, WestEd
Jonathan Boxerman, WestEd
Matt Siberglitt, WestEd
Zanette Johnson, Intrinsic Impact Consulting
Sean O’Connor, BSCS

Indigenous Education for Sustainable Development Rooted in Traditional Ecological Knowledge

Paichi Shein, National Sun Yat-sen University
Kai-Lung Wang, National Sun Yat-sen University
Wei-Ting Li, Taichung Municipal Sha-Lu Junior High School
Peresang Sukinarhimicc, Indigenous People Cultural Development Center

Traditional Environmental Knowledge: What can we Learn from Folk Tales?

Rouhollah Aghasaleh, Georgia State University

Community Mapping: A Strategy to Build Knowledge of Place, STEM, and Culture

Pauline W. U. Chinn, University of Hawaii at Manoa

LUNCH
12:00 PM – 1:00 PM
On Your Own

Concurrent Session 13
1:00 PM – 2:30 PM

STRAND 2: Science Learning: Contexts, Characteristics and Interactions

Constructing and Receiving Peer Feedback on Engineering Designs: Student Engagement and Pedagogical Supports

1:00 PM – 2:30 PM
Eugene

Presider:
Chelsea Joy Andrews, Tufts University

Exploring Peer-Observers’ Feedback on Engineering Communication Challenges

Michelle Jordan, Arizona State University
Mia DeLaRosa, Arizona State University
"I'm like a Scientist:" Critique Sessions as Spaces of Learning and Identity in Urban Classrooms

Rasheda Likely, Drexel University
Christopher G. Wright, Drexel University
Mikhail Miller, Drexel University

Towards a more Expansive Framing of Feedback in Elementary Engineering: The Social and Affective Benefits of Asking for and Giving Advice

Chelsea Joy Andrews, Tufts University
Kristen B. Wendell, Tufts University

Structures of Interaction in Elementary Engineering Peer-to-Peer Feedback

Nicole A. Batrouny, Tufts University Center for Engineering Education and Outreach

Elementary Teachers' Responsiveness to Supporting Students' Engineering Design Feedback

Jeffrey Radloff, Purdue University
Brenda M. Capobianco, Purdue University

"When I do Hands-on Things I will Remember": Authentic Inquiry Supporting Ninth Graders' Science Identities

Jennifer Tripp, University at Buffalo
Noemi Waight, University at Buffalo

Supporting Students' Autonomy throughout an Open Inquiry Process

Liron Schwartz
Idit Adler, CREATE for STEM Institute
Michal Zion, Bar-Ilan University
Nir Madjar, Bar-Ilan University

STRAND 2: Science Learning: Contexts, Characteristics and Interactions

Students & STEM Careers

1:00 PM – 2:30 PM
Hawthorne/Belmont/Laurelhurst

Presider: Isha DeCoito, Western University

Stepping Into the Shoes of STEM Professionals- the Results from Longitudinal Intervention Promoting Career Awareness

Tormi Kotkas, University of Tartu
Jack B. Holbrook, University of Tartu
Miia Rannikmae, University of Tartu

Developing an Intervention Course to Raise Middle School Students Science-Related Career Awareness

Regina Soobard, University of Tartu
Moonika Teppo, University of Tartu
Aet Möllits, Tallinn University
Miia Rannikmae, University of Tartu

Designing a Learning Sequence for Inquiry: Students' Perspectives

David Perl Nussbaum, Weizmann Institute of Science
Edit M. Yerushalmi, Weizmann Institute of Science
How an Independent Engineering Fair Project Can Affect Student Perceptions of Science

Kelly Feille, University of Oklahoma
Annie Wildes, University of Oklahoma

The Effect of STEM Workshops on STEM Career Aspirations Amongst Middle School Students: A Longitudinal Study

Isha DeCoito, Western University
Ahmad Khanlari, OISE/UT
Stephanie L. Florence, York University

STRAND 3: Science Teaching—Primary School (Grades PreK-6): Characteristics and Strategies

Teacher Instructional Practices for Equity in the NGSS

1:00 PM – 2:30 PM
Meadow Lark/Douglas Fir – 3rd Floor

Presider:
Anna Maria Arias, Kennesaw State University

An Examination of Teacher Questioning within Science and Engineering NGSS-Aligned Classrooms

Christopher Dittrick, University of Virginia
Sarah J. Fick, University of Virginia
Anne McAlister, The University of Virginia
Jennifer Chiu, University of Virginia
Kevin W. McElhaney, SRI International

Changes in One Teacher’s Instructional Practices to Support Elementary Students in Making Sense of Phenomena

Cory Susanne Miller, Michigan State University
I-Chien Chen, Michigan State University
Joseph S. Krajcik, Michigan State University

Rural Elementary Teachers’ Perceptions about Incorporating Representations into their Science Teaching

Celeste Nicholas, Indiana University
Meredith Park Rogers, Indiana University
Joshua Danish, Indiana University
Cindy E. Hmeleo-Silver, Indiana University
Qiu Zhong, Indiana University
Christina Stiso, Indiana University
Andrea Phillips, Indiana University
Jessica McClain, Indiana University
Alex Gerber, Indiana University

Teaching Evolution in a 5th Grade Spanish Classroom

Lucia Vazquez-Ben, Universidade da Coruña, Spain
Anxela Bugallo-Rodriguez, Universidade da Coruña, Spain

STRAND 5: College Science Teaching and Learning (Grades 13-20)

Faculty Positioning and Partnerships to Support Teaching

1:00 PM – 2:30 PM
Salon D

Presider:
Anna S. Grinath, Idaho State University

A Social Network Analysis of Lecturers with Security of Employment

Daniel Z. Grunspan, Arizona State University
Stanley M. Lo, University of California, San Diego
Brian Sato, University of California, Irvine
Naneh Apkarian, Western Michigan University
Partners in Community College Science Education Reform: A Phenomenographic Study of Faculty and Graduate Students

Song Wang, University of California, San Diego
Nicole Suarez, University of California, San Diego
Stacey Brydges, University of California, San Diego
Stanley M. Lo, University of California, San Diego

Professional Development for Biology Instructors Focusing on Student Thinking

Paula Lemons, University of Georgia
Sophia (Sun Kyung) Jeong, University of Georgia
Jakayla Clyburn, University of North Carolina, Greensboro

STRAND 6:
Science Learning in Informal Contexts

Professional Development Opportunities for Informal STEM Learning Professionals

1:00 PM – 2:30 PM
Salon C

Presider:
Rebecca D. Swanson, Tufts University

Professional Development Opportunities for Informal STEM Learning Professionals

Martin Storksdieck, Oregon State University
Jill K Stein, JKS Consulting
Rebecca D. Swanson, Tufts University
Lynn Uyen Tran, University of California, Berkeley
Preeti Gupta, American Museum of Natural History

Ardice Hartry, University of California, Berkeley
Danielle B. Harlow, University of California, Santa Barbara
Ron Skinner, MOXI, The Wolf Museum of Exploration + Innovation
Sinead Brien, Michigan State University
Micaela Balzer, Impression 5 Science Center

STRAND 7:
Pre-service Science Teacher Education

Pre-service Teacher as Scholars and Professionals

1:00 PM – 2:30 PM
Salon F

Creating Academic STEM Teacher Scholars: Research Experiences for Undergraduates
Jennifer A. Wilhelm, University of Kentucky
Molly Fisher, University of Kentucky

Tensions in Student Teaching: Can they be Productive?
Jennifer E Mesiner, University of Maryland, College Park
Daniel M. Levin, University of Maryland, College Park

Pre-service Science Teachers’ Epistemological Beliefs
Gunkut Mesci, Giresun University
Busra Tuncay-Yuksel, Giresun University
STRAND 8: In-service Science Teacher Education
Research Experiences for Teachers
1:00 PM – 2:30 PM
Salon B

Presider:
Matthew Johnson, Pennsylvania State University

Experience with Authentic Practice in an Engineering RET: Perceptions of Teachers, Mentors and Independent Observation
Kent J. Crippen, University of Florida
Gayle Nelson Evans, University of Florida
Christine Garand Scherer, University of Florida
Courtney M. Spillman, University of Florida

K-12 Teachers using Authentic STEM Practices in the Classroom Based on Research Immersion Experiences
Matthew Johnson, Pennsylvania State University
Kathleen Hill, Pennsylvania State University

Personally-Relevant Critical Events as Catalysts for Shifts in Teachers' Disciplinary Understandings about Science
Shannon G. Davidson, Florida State University
Lama Jaber, Florida State University
Sherry A. Southerland, Florida State University

STRAND 8: In-service Science Teacher Education
Teacher Learning in the Biological/Environmental Sciences
1:00 PM – 2:30 PM
Pearl

Presider:
Mohammed Estaiteyeh, University of Western Ontario

Assessment of Professional Development Supports for Teaching Bioinformatics in High School Biology: Benefits and Challenges
Susan Yoon, University of Pennsylvania
Denise M. Bressler, University of Pennsylvania
Joone Shim, University of Pennsylvania
Katherine Miller, University of Pennsylvania
Blanca Himes, University of Pennsylvania
Ryan Urbanowicz, University of Pennsylvania
Michael Gonzalez, University of Pennsylvania
Beth Twiss Houting, The Historical Society of Pennsylvania

From Pockets of Implementation to Embedded Practice: A Case of Teacher Learning across Contexts
Casandra Gonzalez, Boston College
Megan McKinley-Hicks, Boston College
Mike Barnett, Boston College

Investigating Teacher Concerns about Climate Change: Identifying Concerns Before and after a Professional Development Experience
Susan Gomez Zwiep, California State University, Long Beach
Jill Grace, K12 Alliance@WestEd
Teachers’ Challenges Learning to Teach Coherent NGSS Storylines
Jarod Kawasaki, University of California, Los Angeles
Heather F. Clark, University of California, Los Angeles
William A. Sandoval, University of California, Los Angeles

STRAND 9: Reflective Practice
Teachers’ Beliefs and Identity in their Reflective Practices
1:00 PM – 2:30 PM
Salmon
Presider:
Lisa M. McDonald, Teachers College, Columbia University

Exploring Pre-service Teachers’ Beliefs about Effective Science Teaching through their Collaborative Oral Reflections
Valarie L. Akerson, Indiana University
Mina Min, Appalachian State University
Fetiye Aydeniz, Indiana University

Exploring Secondary Science Teachers’ Identity Development Through Reflective Practice
Preethi Titu, University of Minnesota
Gillian H. Roehrig, University of Minnesota
Joshua A. Ellis, Florida International University

Toward more Agentic Reflection: Analyzing Beginning Science Teacher Narratives of Professional Growth
Anton Puvirajah, University of Western Ontario
Michael Dias, Kennesaw State University
Laurie Brantley-Dias

STRAND 10: Curriculum, Evaluation, and Assessment
Integration of STEM Disciplines
1:00 PM – 2:30 PM
Columbia
Presider:
Emilie A. Siverling, Minnesota State University, Mankato

Seventh-Grade Students’ Use of Heat Transfer Conceptions During an Engineering Design-Based STEM Integration Curriculum
Emilie A. Siverling, Minnesota State University, Mankato
Tamara J. Moore, Purdue University

Does STEM Education Work?: A Data-Driven Rethinking of STEM Education in China’s Basic Education
Jing Lin, Collaborative innovation center of assessment toward basic education quality, Beijing Normal University
Richard Lamb, East Carolina University
Ping-Han Cheng, Science Education Center, National Taiwan Normal University
Yu-hsuan Chen, Science Education Center, National Taiwan Normal University
Chun-Yen Chang, Science Education Center, National Taiwan Normal University
Xiaoyu Shi

Toward Integrated STEM Practices: Exploring the Intersections of Science, Engineering, and Mathematical Practice
Daniel Pimentel, Stanford University
Megan Selbach-Allen, Stanford University
Brandon Reynanate, Stanford University
A Model for Argumentation in Integrated STEM Curriculum

Carina M. Rebello, Purdue University
Yuri B. Piedrahita Uruena, Purdue University
Paul Asunda, Purdue University
Hui-Hui Wang, Purdue University

STRAND 10: Curriculum, Evaluation, and Assessment
What is the Science Curriculum of Today and the Future?
1:00 PM – 2:30 PM
Medford

Presider:
Jan H. Van Driel, University of Melbourne

What is the Science Curriculum of Today and the Future?

Jan H. Van Driel, University of Melbourne
Victoria Millar, University of Melbourne
Michael J. Reiss, University of London
Dana L. Zeidler, University of South Florida
Sami Kahn, Princeton University
Richard A. Duschl, Southern Methodist University
Jonathan Francis Osborne, Stanford Graduate School of Education
Knut Neumann, Leibniz Institute for Science Education (IPN) Kiel
Troy Sadler, University of North Carolina at Chapel Hill
Justin Dillon, University of Exeter

STRAND 11: Cultural, Social, and Gender Issues
Embracing Indigenous Knowledge of the African Diaspora and Tribal Communities
1:00 PM – 2:30 PM
Salon H

Presider:
Michael A. Ahove, Lagos State University

Culture, Context and Scientific Explanations by Biology Students: An African Case Study

Peter A. Okebukola, Africa Centre of Excellence in Innovative and Transformative STEM Education Lagos State University, Lagos, Nigeria
Tunde Owolabi, Africa Centre of Excellence in Innovative and Transformative STEM Education Lagos State University, Lagos, Nigeria
Michael A. Ahove, Africa Centre of Excellence in Innovative and Transformative STEM Education Lagos State University, Lagos, Nigeria
Akeem Akintoye, Africa Centre of Excellence in Innovative and Transformative STEM Education Lagos State University, Lagos, Nigeria

For the Next Seven Generations: the Hopes and Needs of Pottawatomi Parents for their Children

Jared Tenbrink, University of Michigan

The Pull from Both Sides: Analyzing the Bicultural Experiences of 1.5-Generation Nigerian-American Female STEM Students

David M. Sparks, University of Texas at Arlington
**U.S. and Ghana: Exploring Cross-Cultural Perspectives on Engagement in Science for Underrepresented Students**

Tara M. Nkrumah, Arizona State University

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**STRAND 12: Educational Technology**

**Teaching with Technology**

1:00 PM – 2:30 PM

Salon G

Presider:

Jonah B. Firestone, Washington State University Tri-Cities

Co-Teaching with Digital Games: Cultivating Effective Teacher-Game Partnerships in Science Classrooms

Karen Mutch-Jones, TERC
Santiago Gasca, TERC
Danielle C. Boulden, North Carolina State University
Eric N. Wiebe, North Carolina State University

Examining Professional Development Designed to Support Geospatial Inquiry

Brooke A. Whitworth, University of Mississippi
Eric Nolan, Northern Arizona University
Lori Rubino-Hare, Northern Arizona University
Mark Manone, Northern Arizona University
Nena Bloom, Northern Arizona University

Understanding the Perceived Usefulness of Mobile Technology in Physics Learning: A Pedagogical Perspective

Lehong Shi, East Lansing
Xiaoming Zhai, Michigan State University

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**STRAND 14: Environmental Education**

**Citizen Engagement: Between Attitudes and Behavior**

1:00 PM – 2:30 PM

Portland

Presider:

Dani Lin Hunter, Colorado State University

Adult Food Waste and the Effectiveness of a Video Intervention on Increasing Intended Pro-Environmental Behaviors

Kathleen A. Fadigan, Pennsylvania State University
ZelNnetta Clark, Pennsylvania State University
Jaclyn Bolton, Pennsylvania State University
Amira Spikes, Pennsylvania State University
Visalakshi Vaithianathan, Pennsylvania State University

Citizen Scientist or Citizen Technician: How we Talk about Volunteer Tasks and Who’s Benefiting

Danielle Lin Hunter, Colorado State University
Gregory Newman, Colorado State University
Meena M. Balgopal, Colorado State University

Environmental Attitudes/Values and Concern — Two Constructs with One Aim

Gregor Torkar, Professor, University of Lubljana
Franz X. Bogner, University of Bayreuth

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**NARST BOARD MEETING #2**

4:00 PM – 9:00 PM

Pearl – 2nd Floor
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