



*Supporting and promoting science education internationally*

## The ICASE Newsletter

June 2010

Newsletter of the International Council of Associations for Science Education.

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## 1. ICASE News

### World Conference 2010, June 28-July 2, 2010 ([www.icas2010.org](http://www.icas2010.org))

The latest information is on the website. This includes speakers and highlight presentations.

### Conference Declaration

As has become the custom in ICASE conferences, a conference declaration will be attempted and participants will be invited to put forward their views and comments during a specially organised discussion session. The declaration will be on the conference theme which is **Innovation in STE**. An initial draft is put forward as -

*Noting this is the decade for Education for Sustainable Development (2005-2015) and there is a need for strong recognition that Science and Technology Education in the 21<sup>st</sup> century should relate to a quickly developing knowledge-based society, while recognising the need for cultural diversity, gender equity and the pursuit of tolerance and peace, this conference draws attention to the need for Innovation associated with Science and Technology Education at the primary, secondary and teacher education levels, through:*

1. identifying suitable diversity of student choice in learning structures promoting, in a relevant manner, a culture of sustainable development, while alluding to the established national goals of education at different levels of education;
2. promoting innovative, inter-disciplinary learning in line with modern society issues, advances and career opportunities which impinge on sustainable development and a knowledge-based society;
3. appreciating innovative Science and Technology Education (STE) has a key role in a knowledge-based society and this role is associated with 'learning for all'; STE can no longer be accepted as solely a focus on education promoting acquisition of science

- content, especially where this links to narrowly defined careers which are pursued by the few;
4. enabling innovative educational research (within STE) to guide teaching/learning towards life skill competencies, within a cultural and society setting and providing a foundation to further students' intellectual development, appreciating the nature of science and establishing the need for social responsibility, associated with scientific and technological literacy for all;
  5. seeking innovative ways to enact evidence-based research findings in classroom practices using motivational and innovative strategies and techniques, recognising the role of the internet for knowledge dissemination and the shift of learning emphasis to creative problem-solving and reasoned decision-making through the capability for the transference of knowledge to new situations;
  6. putting forward innovative assessment policies and strategies that recognise 21<sup>st</sup> century learning and the need for the emphasis to move away from knowledge accumulation towards utilisation of knowledge and skills in new situations, while appreciating a values component within innovative STE;
  7. developing policies that promote the establishment of innovative curricula stressing student-centred learning, based on the development of capabilities that involve intellectual, attitudinal and values qualities;
  8. ensuring quality professional development opportunities for STE teachers to keep pace with the changing educational needs in a rapidly advancing knowledge-based society to deliver innovative education for sustainable development from society perspectives as well as those from those engaged in technology advancement and transfer.

In this declaration, it is important to note that STE is not science education and then, separately, technology education. Nor does technology education refer solely to ICT. STE is seen as an integrated whole in which the science education is heavily related to society and where the science plays a strong role in promoting technological advances as well as promoting well reason socio-scientific argumentation leading to decision-making on the wise utilisation of science and technology for the common good.

### **ICASE journal**

Papers can also be considered for the ICASE online journal (SEI). In this case, participants will be asked to submit their paper separately (during or after the conference – deadline end of August 2010) and these will be refereed by the editorial board of the journal and published after modification (if this is appropriate). The ICASE online journal favours articles, based on research (original or literature-derived), which illustrates its effective applicability in practice at the primary, secondary or teacher education levels.

Please note SEI is now indexed by ERIC, Education Research Complete Database, Index Copernicus Journals Master List and The Education Research Global Observatory. Submissions are welcome and if you prefer to submit directly rather than use the online system, please send to Bulent Cavas ([bulentcavas@gmail.com](mailto:bulentcavas@gmail.com)). All submissions will be refereed. The March issue of the journal is about to go on the website and the June issue will follow shortly. The June issue will also come out as a special printed copy and this made available to all conference participants.

### **ICASE General Assembly, June 28 2010 (Tartu, Estonia)**

All member organisations are asked to send their delegates to the General Assembly starting 10.00 in the Hotel London, Tartu. Member organisations unable to be represented can submit proxy votes to any ICASE Exec member (or others participating).

## 2. Science Activities

These following activities are from a collection built up by ICASE through its former primary science newsletter (STEP) and other sources. They are put forward to bring attention to small activities which can be carried out in the science classroom with minimal equipment.

### A) STEP ACTIVITY

## Swimming fish

Challenge: How can you make a paper fish swim?

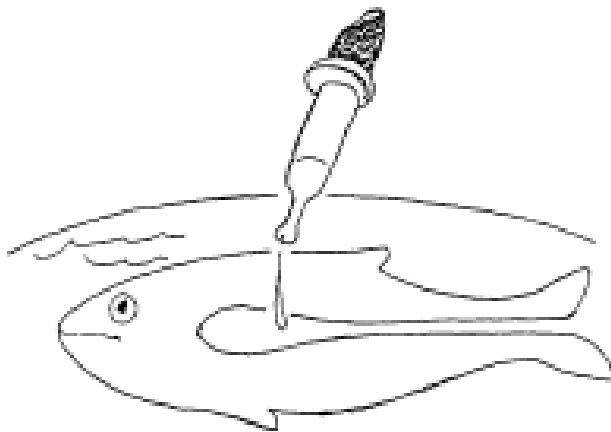
### What you need

- paper or cardboard
- large shallow container
- scissors
- cooking oil or detergent
- dropper

### What to do

Draw a fish like the one on this page. Cut it out, then carefully float it on its side in the middle of a large dish or plate of water. Don't let the top of the fish get wet. Using the dropper, put 1 or 2 drops of cooking oil into the hole cut out of the fish. Try not to splash the oil on the fish. What happens to the fish?

Repeat this activity a few times. Each time, start with some clean water.



### More to do

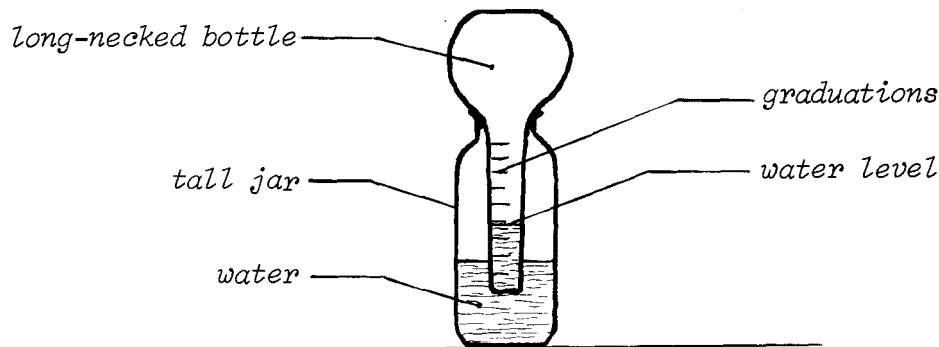
- What else besides cooking oil has this effect on the fish? Try detergent, milk and other liquids to see whether they make the fish move forwards. Does it work in warm water or cold water? What happens if you add substances like salt and sugar?
- Design other floating objects which move in the same way. Try boats and other things with different shapes. Does the shape make any difference to the speed at which it moves?

## B) ADDITIONAL SCIENCE ACTIVITY

### THE BOTTLE BAROMETER

#### **Materials**

1. A bottle with a long narrow neck
2. A cylindrical tall jar & thermometer
3. A grease marker (a felt marker will do).



#### **Procedure:**

1. Find a bottle with a long narrow neck and a jar that can support the wider part of the bottle when inverted in the jar.
2. Draw horizontal even graduations on the bottle neck with a marker and assign numbers to the graduations (hold bottle upside down).
3. Fill the jar half full with water.
4. Pour some water in the bottle and invert it quickly into the slanted held jar, so that the water level in the bottle neck will be slightly higher than that in the jar.
5. Position the bottle barometer in a place where the temperature does not fluctuate, and read off the water level in the neck. Do this twice a day and compare readings.

#### **Questions:**

1. What should the water level in the bottle neck do if the atmospheric pressure increases? Does it decrease?
2. Why does the barometer have to be put in a place where the temperature does not fluctuate?
3. At what point do these bottles function as a barometer?

#### **Explanation:**

When the atmospheric pressure increases, the water level in the jar is pushed down and thus pushed up in the bottle neck. When the pressure decreases, the water level in the jar goes up and thus the water level in the bottle neck goes down.

This simple barometer will only work when the surrounding temperature stays constant. When the surrounding temperature increases, the bottle and the air inside it warms up and expands, pushing and exerting pressure against the water resulting in a lower reading of the water level. A cooler surrounding temperature has the opposite reaction as a result.

Over a longer period of time, the water of the jar will evaporate and water has to be added to bring the water level back up to its original level. Otherwise it ceases to function.

## C) USING EXPERIMENTAL IDEAS IN SCIENCE TEACHING

This newsletter contains two experimental ideas. It is hoped that these are of interest. But how to use these experiments in teaching? Teachers need to be free to include experimentation as they feel best, but given below is ICASE thinking in putting forward the experiments in this newsletter. Teachers and science educators are welcome to comment.

### 1. Who does the experiment ?

Clearly these experiments can be undertaken as a teacher demonstration. However, the intention is that the students are involved, either working individually, or more likely, in small groups. The apparatus is kept as simple as possible and can often be brought from home, or made by the students themselves.

Why is student involvement preferred ? We note the old Confucius saying – I hear and I forget; I see and I remember; I do and I understand. The belief is that the more students are engaged, the more they learn. Teacher demonstrations, or large group experiments, limit student involvement and are thus not preferred.

### 2. Should instructions be given to students ?

The sections ‘*What to do*’ and/or ‘*Procedure*’ clearly spell out how to undertake the experiment. But it is not intended that the experiment must be used in this way. By following instructions, a ‘*cookbook*,’ or ‘*follow a recipe*’ situation is created. This highlights the **doing**, but **probably not** the understanding. Where instructions are provided, the student learning can be expected to be the explanation that follows. And the teacher is then focusing on students’ explanatory skills. The questions have been added to the first experiment to encourage moves away from a ‘cookbook’ or ‘do-and-forget’ approach and towards a more exploratory approach. In the second experiment the questions seek understanding which can lead to modifications of the experiments for more novel effects. It will a pity if the teacher is the person who answers these questions. In fact it would be interesting to learn of situations where the students, themselves, are both asking and then answering the questions.

### 3. Inquiry learning

Can the experiments be used in an inquiry approach, whereby the students **raise questions** and **suggest the purpose and procedure themselves** ? This is very much an ICASE recommended approach. It means students put forward the investigatory question, plus the procedure to follow. It promotes science as the seeking of explanations to questions put forward rather than to a ‘wondering why’ approach, although perhaps this is appropriate for the younger students.

So what would be the investigatory questions for these experiments ?

This is a challenge left for you to consider.

### 3. Further Ideas for Greater Relevance of Science Teaching for the Enhancement of Scientific Literacy

Jack Holbrook, ICASE President

In the previous newsletter the question posed was -

What is a possible structure for a module promoting scientific literacy?

Such a module can begin with a motivational (*in the eyes of students*) scenario – this is a situation, a story, an illustration, game, or whatever coming from the world of the students and which impacts on the students. It needs to have a degree of familiarity so that the students can become engaged and it needs to lead to science conceptual learning which is appropriate for the students.

The scenario is far better than an introduction in the textbook. It is relevant to the students as it is from their world, not some historical event in the textbook (by definition the textbook is historical as it is very unlikely to predict future situations, concerns on events occurring after the textbook has been published!!). If the scenario is chosen well, the students can be guided to recognise that they do not possess the conceptual science ideas, or perhaps the skills to handle a problem solving investigation. Yet, if the scenario is well chosen and has been well introduced, it is expected the students are motivated to learn more. The cognitive and meta-cognitive learning (the gaining of new science ideas) can begin stimulated by the scenario. The science learning is focussed - the scenario provides that. It is being undertaken for a purpose – the scenario provides that. It is not being undertaken because the curriculum says this learning is needed, but does not say why.

Some examples of scenarios linked to issues, concerns etc are given below. Notice that the module titles are societal rather than scientific. This is done on purpose so as to relate to the student and their world. Notice also the titles tend to refer to local, rather than global issues. This enables the learning to be related to that directly affecting the students.

#### **Title: Can we get rid of Malaria ?**

The Scenario

- Mangalore city, in particular, and South Canara district of Karnataka in general, is one of the most literate, well-informed and resourceful regions of India. The prosperity of the region is closely linked with the health of the population. Unless people continue to enjoy good health, this prosperity cannot be maintained.
- Over the last 7-8 years, malaria has made major inroads in the region. Numerous reasons are attributed to this, e.g. construction work, migrant labour, etc. The city and its citizens will face serious problems in the future if malaria is not brought under control. Perhaps students can play a significant role in the process of eliminating malaria. **But how ?**

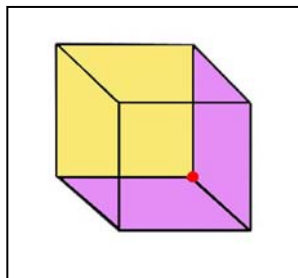
#### **Title Are we overusing plastics?**

The Scenario

- It is almost as if plastics have become an integral part of our lives. They have been put to every possible and conceivable use from house doors to car parts, from clothes to various types of containers and bags. They have slowly replaced materials like metals, glass, wood, etc. This is especially true of packaging of materials used in our daily life, in which various types of plastics are used extensively.
- But what happens to all the plastic materials once they have outlived their usefulness? How do we dispose of them in the home, or in school? What happens to plastics after they

## Title Optical illusions – Is what we see what we get ?

The Scenario Look at the pictures.

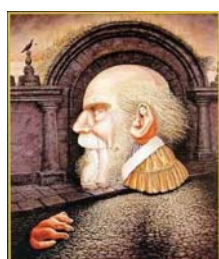


### The Necker Cube

Is the red dot on the near or far corner?  
Stare at it for a while, what happens?



Say aloud the ink colour of each word. How quickly can you do it? Did you manage to complete the task without slowing down.



Nine people are hidden in this image. Can you see them?

The first scenario is an introduction to the life cycle of the mosquito and how malaria is spread. The second initiates the learning about plastics – the various types, how they can be recognised and, of course, how they can be destroyed or recycled. And the third example provides an introduction to issues related to the manner in which we see and have our limitations.

Once the scenario has established the scientific learning to be explored, students are in a stronger position to play a role in the direction which the learning takes place. If it is collecting and evaluating information, they can suggest this. If it is investigatory, the students can put forward their ideas on how to proceed and the hypotheses they would wish to put forward. This is likely to be the most time-consuming part of the module and the scientific learning can be as wide, or into as much depth, as is deemed appropriate for the students at this stage of their learning. It is *not* expected to rigidly cover all in the curriculum remotely related to this scenario. Maintaining motivation is important and extrinsic motivation from the teacher, complementing the intrinsic motivation from the students, will be an important component at this stage of the learning.

The final aspect of the learning is to re-address the title of the module and, now, using the conceptual science gained, reflect on the issue and put forward reasoned decisions, bearing in mind other social factors that could impact on the decision.

*But is this all there is to learning in science lessons ? What else need the modules encompass?*

## 4. SAFE SCI Be Protected

Article provided by Dr. Ken Roy – Director of Environmental Health & Safety, Glastonbury (CT), an authorized OSHA instructor and science safety consultant. Email: [Royk@glastonburyus.org](mailto:Royk@glastonburyus.org)

### FIRST-RESPONDER SAFETY UPDATE!

#### CODE RED!

Would you know what to do if there was a “medical” accident in the laboratory requiring first aid? Is there someone with medical expertise that you could call? Do you have the means (telephone, intercom) to contact the individual from the laboratory? Can you legally, without threat of lawsuit, provide first-aid to the injured? Are first-aid supplies available? Do you really need a first-aid kit in the laboratory? Can you just wait until the school nurse, or medical support person arrives? These are all very valid and real questions which many science teachers and supervisors need to address.

To provide some answers and direction on the topic of first-aid, government and professional standards need to be researched and addressed.

#### DOCTOR, DOCTOR?

Safety standards and best professional practices in some countries require the employer to ensure the ready availability of medical personnel for advice and consultation. If a clinic, hospital or infirmary is not in proximity to the workplace for treatment of all injured employees, someone at the school should be adequately trained to render first-aid. In addition, first-aid supplies must be made available. Situations in the academic laboratory where students or employees are exposed to injurious corrosive materials, facilities for quick drenching or flushing of eyes and body need to be available for immediate emergency use.

Science teachers and supervisors should have some first-aid training relative to the use of drenching, or flushing equipment. Eyewash and acid shower use should be annually reviewed as part of the first-aid training of all science teachers and supervisors. These engineering controls should also be inspected weekly and flushed as per manufacturers’ recommendations.

Given that the first few minutes following a laboratory safety incident are absolutely critical, there are some additional items for which science teachers and supervisors need first-aid training. By the time medical responders get to the laboratory site, it may be too late.

#### **FIRST AID 101!\***

Safety incidents requiring first-aid training for science teachers working in school laboratories usually include:

Burns (Thermal): Chances are good that someone will get burned in the laboratory from Bunsen burners, matches, hotplates, etc. Should that happen, immediately soak the burned area in cold water, or place under a running water supply from a tap. Request immediate assistance from the school’s health care provider.

Burns (Chemical): Acid and alkali burns are not uncommon in laboratory work. The affected area should be flushed a minimum of 15 minutes with tepid water. Acid burns could then be treated with 5% sodium carbonate solution. Alkali burns can be washed with 5% acetic (ethanoic) acid solution. Request immediate assistance from the school’s health care provider.

Chemical Exposure: With an increased emphasis on hands-on, process and inquiry-based science, chemical exposure has a heightened probability of happening. Have a Material Safety



Data Sheet (MSDS) available for each hazardous chemical used and review it prior to any laboratory work being done. Should there be an exposure, have the injured person immediately (within 10 seconds) use the eyewash or acid shower, as appropriate. Flush with copious amounts of tepid water for a minimum of 15 minutes. Request immediate assistance from the school's health care provider. Note that an eyewash and acid shower are usually required safety engineering equipment for science laboratories!

**Swallowed Poisons:** Accidental swallowing of poisonous chemicals in the laboratory can happen. It is critical to review a MSDS with students prior to use of these chemicals so all are familiar with their potential harm to the body. If the person becomes unconscious or is convulsing, do not induce vomiting. The same is true should the person complain of a "burning feeling" in their throat. Provide plenty of water or milk if available. Request immediate assistance from the school's health care provider. It is also wise to contact a Poison Control Center or local hospital's emergency room if you know what poison has been accidentally taken.

**Penetrating Objects:** Use of projectiles, walking in a laboratory with sharp hazards, etc., can be hazardous and cause body penetration. Do not remove the object. Try to keep the individual calm and still. Request immediate assistance from the school's health care provider.

**Lacerations:** Broken glassware or other sharp objects can cause cuts in the skin. If bleeding occurs, try to have the injured person put on latex or plastic gloves and apply direct pressure to control bleeding. If that is not possible, use caution to keep a barrier (glove) between you and the injured person while trying to apply direct pressure. Request immediate assistance from the school's health care provider.

**Toxic Fumes:** Symptoms of toxic fume exposure may include dizziness, headache, nausea, difficulty in breathing, etc. The person should be removed to another location away from the fumes immediately. Request immediate assistance from the school's health care provider.

\* First aid responses are only suggestions based on best practice. As noted, always immediately secure support from the school's health care provider and first aid training!

#### ***FIRST-AID KITS: WHO NEEDS THEM?***

First-aid kits should be considered for on site use by the medical responder. Suggestions for contents include large and small sterile bandages, adhesive tape, antibiotic cream, antiseptic solution, scissors, eyewash, cotton balls and swabs.

Additional items for consideration in workplace environments with unique needs can be considered by reviewing your facilities accident log. For example, if the log lists injuries with cuts and/or other sources of blood, your first-aid kit should provide personal protective equipment to be available; e.g. latex or other suitable gloves and eye protection.

#### ***FIRST RESPONDER'S BOTTOMLINE!***

Bottom-line is as in other cases with safety standards, science teachers are special! Safety first-aid training for hazardous chemicals and blood-borne pathogens is essential.

No matter where you live, there are numerous sources for first-aid information on the Internet which can be easily accessed and explored.

#### **RESOURCES:**

Occupational Safety and Health Administration: <http://www.osha.gov>

American National Standards Institute: <http://www.ansi.org>

American Red Cross: <http://www.redcross.org>

First Aid Action – BBC: [http://www.bbc.co.uk/health/first\\_aid\\_action/](http://www.bbc.co.uk/health/first_aid_action/)

St John Ambulance – Australia: <http://www.stjohn.org.au/>

International Federation of Red Cross and Red Crescent Societies:

<http://www.ifrc.org/what/health/firstaid/index.asp>

## 5. The Journal of Emergent Science - JES

This journal will be a new twice-yearly, online journal called **The Journal of Emergent Science; science development and education from birth to 8 years of age (JES)**.

It will be hosted on the ASE Members' area of the new **ASE Website**. It is envisaged that the relationship between the **Journal of Emergent Science** and **ASE** will be symbiotic. Currently there are no journals that focus only on early years science and so it is envisaged that this journal will fill an existing gap in the national and international market and attract a target audience of early years professionals working with children up to 8 years of age as well as academics and Further Education and Higher Education tutors.

It is significantly different from existing **ASE** journals such as **Primary Science** in that it will focus on research and implications of research on practice and provision, reports on current research and reviews of research. The key features of the Journal of Emergent Science (**JES**) will be that it:

- Takes a child-centred approach to early years education
- Focuses on scientific development of children from birth to 8 years of age, considering the transitions from one key stage to the next;
- Contains easily accessible yet rigorous support for the development of professional skills;
- Focuses on effective early years science practice and leadership;
- Considers the implications of research into emergent science practice and provision;
- Contains exemplars of good learning and development firmly based in good practice;
- Supports analysis of professional practice.

We hope that the first edition will be out in January 2011.

The board will be preparing details for articles to be submitted soon. If you have any articles that you think would be good for the journal, do make contact with either Sue Tunnicliffe [suedaletunnicliffe@mac.com](mailto:suedaletunnicliffe@mac.com), or Jane Johnston [j.s.johnston@bishopg.ac.uk](mailto:j.s.johnston@bishopg.ac.uk) who will be joint editors.

## 6. Calendar of Events

**The XIV IOSTE International Symposium on Socio-cultural and human values in science and technology education will be held June, 13th to 18th, 2010 in Bled, Slovenia** and hosted by the University of Ljubljana, Slovenia. Details on submitting papers and other information please see the conference website - <http://www.ioste14.org>. For additional information, contact Dr. Slavko Dolinšek, Director of the Institute for Innovation and Development, University of Ljubljana, Slovenia E-mail: [dolinsek.slavko@fs.uni-lj.si](mailto:dolinsek.slavko@fs.uni-lj.si)

### **ICASE World Conference, 28<sup>th</sup> June – 2<sup>nd</sup> July, 2010, Tartu, Estonia**

The 3<sup>rd</sup> ICASE World Science and Technology Education Conference will be held at the University of Tartu. All science educators, including science teachers, are cordially invited to participate. Conference theme - **Innovation in science and technology education: research, policy, practice**. [See website for more details on programme, registration and accommodation - [www.icas2010.org](http://www.icas2010.org)] Following the conference, tours are being arranged to St.Petersburg, Russia; Riga, Latvia, and Vilnius, Lithuania.

*Associated with this conference will be the ICASE General Assembly to which all ICASE member organisations are kindly asked to send a representative. The ICASE General Assembly will be held on the 28<sup>th</sup> June and this important meeting will plan the work and direction for ICASE over the coming 3 years. For further details on the General Assembly please contact the ICASE President - jack @ut.ee*

### **10<sup>th</sup> ECRICE and 4<sup>th</sup> DidSci conference, Krakow, Poland, July 4 – 9, 2010**

The organizing committee cordially invites you to attend and participate in the 10th European Conference on Research in Chemistry Education (ECRICE) and 4th International Conference Research in Didactics of the Sciences (DidSci). Based on a long tradition, ECRICE is organized under the auspices of EuCheMS (formerly FECS), in relation to the activity of the Division of Chemical Education. This meeting follows successful conferences held in Istanbul (2008), Budapest (2006), Ljubljana (2004), Aveiro (2001) etc. This Conference is an opportunity to exchange experiences on research in chemical education (ECRICE) and research & practice in natural science education (DisSci) carried out at every education level from primary school to graduate studies. The aim of the conference is to familiarize participants with the most recent achievements in the various scientific centres. The programme will feature a wide variety of plenary, invited and contributed lectures, as well as poster sessions. For more details please see the website - <http://ecrice2010.ap.krakow.pl/>

Abstracts of oral contributions and posters will be peer reviewed. The language of ECRICE will be English, whereas the language of the DidSci component of the conference will be English, Polish, Czech, and Slovak. For more information contact: Iwona Maciejowska ECRICE 2010 secretary at e-mail address: [ecrice2010@ap.krakow.pl](mailto:ecrice2010@ap.krakow.pl) or Małgorzata Nodzyska DIDSCI 2010 secretary at e-mail address: [didsci2010@ap.krakow.pl](mailto:didsci2010@ap.krakow.pl)

21<sup>st</sup> International Conference on Chemical Education (ICCE), Taiwan, August 8-13 2010.

The theme of the 21<sup>st</sup> ICCE is Chemistry Education and Sustainability in the Global Age. The deadline for proposals is March 31, 2010. For further details contact :

<http://icce2010.gise.ntnu.edu.tw>

**GeoSciEd VI: Geoscience Education - Developing the World**, Johannesburg, South Africa, August 29 - September 3, 2010 **Abstract Submission Deadline: 31 March 2010**

Abstracts are now being accepted for the sixth IGEO conference “Geoscience Education – Developing the World” in Johannesburg, South Africa on August 29 to September 3, 2010. Oral, poster, and workshop presentations on all aspects of geoscience education are welcome. Presentations from the broader science education research community with relevance to geoscience education are also encouraged.

The International Geosciences Education Organisation (IGEO), an affiliate to the IUGS (International Union of Geological Sciences), is dedicated to developing the field of geoscience education and to promoting strong earth and environmental science education throughout the world. The IGEO conference, held every four years, is a forum for geoscience educators at all levels (preK-adult) and disciplines (earth, atmosphere, ocean, space) in both informal and formal contexts to collaborate and discuss best practices in teaching and learning, geoscience education research, and curriculum and technology development.

GeoSciEd VI will feature an array of outstanding field trips that showcase South Africa’s world-famous geoscience sites, including Tswaing Meteorite Crater, the Cradle of Humankind, the Witwatersrand Goldfield, the South African Large Telescope, Simangaliso Wetland Park, and Kruger National Park.

For more information and to submit an abstract, please see the conference website at <http://web.wits.ac.za/NewsRoom/Conferences/GeoSciEd>

Participants are encouraged to secure accommodation and register as soon as possible. Registration (ZAR 5000 early bird) includes all sessions; mid-conference field trip; daily lunch, supper and teas; transport to venues from hotels, and evening social events.

Enquiries can be sent to: Dr. Ian McKay ([witsgeoutreach@gmail.com](mailto:witsgeoutreach@gmail.com)) or Prof Gillian Drennan ([Gillian.Drennan@wits.ac.za](mailto:Gillian.Drennan@wits.ac.za))

**The IVLA2010 conference will be held in Cyprus September 23- October 3, 2010**

**A Warm Welcome to IVLA 2010**

Welcome to the website of the 42<sup>nd</sup> Annual Conference of the International Visual Literacy Association (IVLA). IVLA 2010 will be hosted by the University of Cyprus in Cyprus from September 29<sup>th</sup> to October 3<sup>rd</sup>, 2010. The conference venue will be the Atlantica-Miramare hotel in Limassol, Cyprus.

IVLA is an international, eclectic and non-profit organization of researchers, educators, designers, media specialists, and artists working toward a fuller understanding of the way we derive meaning from what we see and the way we interact with our visual environment. We invite you with pleasure to participate in the conference and celebrate with us the legacy of IVLA and its welcoming circle of friends and community of exceptional professionals.

IVLA 2010 will take place in Cyprus for the first time. Cyprus is the third- largest island in the Mediterranean and is a country of cultural richness and diversity, since it lies at the crossroads of three continents where East meets West. It is known for its welcoming sun, the inviting beaches and the breathtaking mountain trails located in Troodos Mountains. The island is also famous for its exceptional Mediterranean cuisine and its long tradition in wine making. Cyprus’ long history

has brought innumerable findings over the years resulting in a variety of priceless collection of artifacts displayed in various archaeological museums and spectacular monuments, hosting among others, the prehistoric Choirokoitia settlement, Roman villas, tombs and theaters, and churches constructed and painted during the Byzantine years. Limassol, the host city for IVLA 2010, is the second largest city in Cyprus after Nicosia - the capital of Cyprus. Limassol is a famous tourist destination throughout the year and is the biggest port in the Mediterranean transit trade. Limassol is well-known for its long cultural tradition, and a wide spectrum of activities and a number of museums and archaeological sites are available to the interested visitor.

We are excited to be hosting IVLA 2010 and we do look forward to meeting you all in Limassol for a productive and fruitful conference. We will do our best to enjoy your stay in the island!

**Deadline for Proposal Submission:** May 30<sup>th</sup>, 2010.

For more information please contact us at:

Email: [ivla10@ucy.ac.cy/](mailto:ivla10@ucy.ac.cy/)

<http://www.valanides.org/ivla>

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**The 23<sup>rd</sup> Asian Association for Biology Education will be held in Singapore, from 18-20 Oct, 2010, at the National Institute of Education, Singapore.** The theme of the conference is: **Biology Education for Social and Sustainable Development.** The 3-day conference will have 6 plenary speakers, oral and poster presentations, country reports, a workshop on Problem Based Learning in Biology, and mid-and post-conference tours.

The conference is jointly organized by, the National Institute of Education, the Asian Association for Biology Education, Singapore Institute of Biology, and Science Teachers Association for Singapore.

The website for the conference is <http://www.nsse.nie.edu.sg/aabe2010/>

In preparation

ICASE Asian symposium, Guilin, China

ICASE African symposium in Namibia (2012)

ICASE seminar in conjunction with RECSAM, Malaysia

## 7. ICASE Executive Committee 2008-2011

Based on the ICASE constitution, the ICASE Management committee as well as Regional Representatives are elected by member organisations. These elected members, in turn, nominate chairs of relevant standing committees. Together these persons form the ICASE Executive Committee and are the persons who make decisions on behalf of the ICASE Governing Body. The ICASE Governing Body is the **ICASE member organisations**.

*The Executive Committee (the decision making body working under the Governing Body)*

### **President**

Prof Jack Holbrook

E-mail [jack@ut.ee](mailto:jack@ut.ee)

### **Past President**

Dr Janchai Yingprayoon

E-mail [janchai@loxinfo.co.th](mailto:janchai@loxinfo.co.th)

### **Secretary**

Prof Miia Rannikmae

E-mail [miia@ut.ee](mailto:miia@ut.ee)

### **Treasurer**

Peter Russo

E-mail [ceo@asta.edu.au](mailto:ceo@asta.edu.au)

### **Regional Representative for Africa**

Dr Ben Akpan

Executive Director of STAN, Nigeria

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(Member Organisation – Science Teachers Association of Nigeria)

### **Regional Representative for Asia**

Dr Azian Abdullah

Director, RECSAM, Malaysia

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(Member Organisation – RECSAM)

### **Regional Representative for Australia/Pacific**

Dr Beverley Cooper

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(Member Organisation – NZASE, New Zealand)

### **Regional Representative for Europe**

Dr Declan Kennedy

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(Member Organisation – Irish Science Teachers Association (ISTA))

### **Regional Representative for Latin America**

Gabriela Inigo

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(Member Organisation – Albert Einstein Club, Mar del Plata, Argentina)

### **Regional Representative for North America**

Prof Norman Lederman

E-mail: [ledermann@iit.edu](mailto:ledermann@iit.edu)

(Member Organisation - Council of Elementary Science International - CESI)

### *Chairs of Standing Committees*

#### **Safety in Science Education**

Dr James Kaufman

E-mail: [jim@labsafetyinstitute.org](mailto:jim@labsafetyinstitute.org)

#### **World Conferences**

Dr Robin Groves

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#### **Pre-secondary and Informal Science Education**

Ian Milne

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