



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

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http://theease.org/

## International Conference of East-Asian Science Education

東亞科學教育研討會 First Biennial EASE Conference

Date: Oct. 21-23, 2009

Venue: Howard International House, Taipei, Taiwan

Conference Theme:

**Science Education for Tomorrow (SET): Voices of East Asia**

1. Preparing for new generations' potential in science education research
2. Creating opportunity for East Asian collaboration: such as exchange program for PhD students, etc.
3. Developing East Asia science education perspectives and uniqueness.



Prof. Ching-Yang CHOU



**See you in Taipei!**

Invited Speakers

- Prof. Jonathan Osborne,
- Dr. Justin Dillon,
- Prof. David Treagust,
- Prof. Kenneth G. Tobin,
- Prof. John K. Gilbert,
- Prof. Hsiao-Ching She,

Welcome, Dear Friends,

On behalf of the Organizing Committee of the EASE 2009, we are happy to take this opportunity to welcome all of you to this conference. The theme of the conference is on " Science Education for Tomorrow (SET): Voices of East Asia". We believe that it will bring local and international researchers from different areas in science education. The major goal of EASE 2009 is to share the latest research and trends in science education and innovative teaching strategies within and beyond Asian regions. The conference strands will provide researchers and practitioners a platform by which they can share what they have found in their works in science education in Asia, and the significant relevance with international colleagues and communities.

Apart from the scientific programs, we encourage you to take advantage of the social programs during the conference to make new friends and renew old friendships. You can also enjoy the atmosphere of Taipei and experience Taiwanese culture, which is a blend of traditional and modern lifestyle of Taiwan society. Of course, you will be entertained by different courses of delicious oriental cuisine and local specialty shows during the Conference Banquet. We are sure that all of you will have pleasant and exciting experiences coming to Taiwan.

Yours sincerely,  
Ching-Yang Chou

Chair, The Organizing Committee, 2009 International Conference of East-Asian Science Education (2009 EASE)  
(<http://esciedu.nctu.edu.tw/ease/en/welcome.php>)

### Registration fees

Aug 1 – Oct 14 by Oct 21  
Regular member US\$150 (NT\$4500) NT\$5000  
Student member US\$ 50 (NT\$1500) NT\$1800

Regular member  
Student member

Including: Attendance to all Conference Sessions, Conference Materials, Coffee breaks and Lunch (Oct 22), Conference Banquet (Oct 23) and Conference Tour (Oct 23-24)

Method of Payment and Cancellation Policy are shown in the website.

### Registration Information

Participants are required to register before the conference: Please register for the conference on-line earlier. Your registration will be completed after you register on-line and pay the registration fee.

### Conference Strands

- + Curriculum and Teaching in Science
- + Learning Science in Schools
- + Learning Science in Informal Settings
- + Educational Technology for Science Education
- + Professional Development for Science Teachers
- + History and Philosophy in Science Education
- + Policy in Science Education
- + Assessment and Comparative Studies in Science Education
- + Collaborative studies and Cooperation
- + Region-specific science education

Outstanding Paper Awards will be announced before Oct. 22.

| Oct.21 (Wed.)  | Oct.22 (Thu.)   | Oct.23 (Fri.)  | Oct.24 (Sat.)                                |
|--|---|--|--|
| Howard International House   |   |  |  |
| <p>■ : Poster exhibition</p> <p>08:30-09:00 Registration</p> <p>09:00-10:15 Oral Session (II)</p> <p>10:15-10:30 Coffee Break</p> <p>10:30-11:15 Invited Speech (III)</p> <p>11:15-12:00<br/>Poster Presentation (II)</p> <p>12:30-13:00 Registration</p> <p>13:00-13:30 Opening</p> <p>13:30-15:00 Invited Speech (I),(II)</p> <p>15:00-15:45 Poster Presentation (I)</p> <p>15:45-16:00 Coffee Break</p> <p>16:00-17:15 Oral Session (I)</p> | <p>08:30-09:00 Registration</p> <p>09:00-10:15 Oral Session (II)</p> <p>10:15-10:30 Coffee Break</p> <p>10:30-11:15 Invited Speech (III)</p> <p>11:15-12:00<br/>Poster Presentation (II)</p> <p>12:00-13:00 Lunch</p> <p>13:00-14:15<br/>Oral Session (III), Workshop</p> <p>14:15-14:30 Break</p> <p>14:30-15:45 Oral Session (IV)</p> <p>15:45-16:00 Coffee Break</p> <p>16:00-17:30 Invited Speech (IV, V)</p> <p>17:30-18:00 EASE G. Assembly<br/>(Free Transportation to NTUE)</p> <p>18:30-21:00 Conference Banquet</p> | <p>08:00-08:30 Registration</p> <p>08:30-09:45 Oral Session (V)</p> <p>09:45-10:00 Coffee Break</p> <p>10:00-10:45 Invited Speech (VI)</p> <p>10:45-12:15 Region-specific S.E.</p> <p>12:15-12:30 Closing Ceremony</p> <p>13:15- Educational Visit</p> | <p>09:00-17:00<br/>Cultural<br/>Visiting</p> |

### Contact:

2009 EASE Secretariat  
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Announcement to all  
EASE Association  
Supporters

Oct.22 (Thu.)  
17:30-18:00  
General Assembly

### Mission of EASE

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



**UCHIDA**

<http://www.uchida.co.jp/global/>



## *Reaping the potential of myriad voices in science education through radical listening*

Kenneth Tobin (City University of New York, USA)

There has been an explosion in the production of science education in terms of books, journal publications, and papers being presented at international meetings. Research in science education is vigorous and expanding. I base this claim on my role as editor of four book series, editor of a relatively new journal in science education, and active participation in international science education meetings in Australia, Turkey, Spain, and Taiwan in a period of less than six months.

In the past two weeks I have participated in two international conferences, *the 2009 European Science Education Research Conference* in Istanbul and the *VIII Congreso Internacional sobre Investigación en la Didáctica de las Ciencias* in Barcelona. In October I will be involved in the *2009 International Conference of East-Asian Science Education* in Taipei. Meetings such as these are well attended by participants from all over the world and many presenters are doctoral students. The programs for the meetings are contained in swollen volumes that take ages to review. It seems as if there are many voices speaking—but, is anybody listening?

As Editor of *Cultural Studies of Science Education (CSSE)*, I am delighted to report that we have now completed Volume 4 of the new journal and already have accepted manuscripts for most of Volume 5. In total we have accepted for publication more than 5,000 pages of text that emphasizes science education through the lenses of sociocultural theory. The scope of the journal provides opportunities for new types of publication in science education (e.g., original articles, editorials, op-ed articles, letters, and forums). A feature of the journal has been an innovation whereby each original manuscript is published along with a forum—that is, an extension of dialogue that begins with an accepted paper, continues during the peer review process, and then is expanded in a forum in which scholars begin with issues from the accepted paper and elaborate on them. As is often the case with innovations, past practices can appropriate the possibilities in ways that do not align with the purposes of the innovation. This is what started to happen with CSSE's Forum. We experienced two deleterious trends. Reviewers tended to offer negative critique, focusing on what they considered to be shortcomings rather than strengths and possibilities. Even when this did not happen authors usually took what was written as a critique and defended their initial arguments. From an editorial position it seemed as if the Forum often did not expand the dialogue but sought to settle issues. That is, instead of expansion there was contraction. I first addressed the problem by removing the expectation that the author of the original paper would also have a right of reply. The metaphor "right of reply" seemed like an invitation to reiterate a previously expressed standpoint. Instead I decided to impress on the author that all points of import should be addressed in the original paper because the Forum would likely involve different scholars with the goal of expanding the dialogue.

My recent experience at international meetings is a manifestation of the problem of standpoint presentation and re-presentation—that is, speaking in the absence of active listening. At most conferences authors present a paper and time for questions is set aside. At best, 40 minutes is set aside for the presentation and associated question time. At worst a total of 15 minutes might be allocated for presentation and question time. Usually question time is regarded as an opportunity to challenge and refute with oppositional standpoints. Rather than expanding the dialogue the question time often involves standpoint reiteration and justification from the author and various forms of stance taking and opposition from the audience.

Just as we have done in CSSE, I argue that it is time to adjust the purposes of research meetings. Is there a way to use the time allocated for presentations for dialogue among participants? Can we use the time to expand the conversation and learn from difference? The idea of radical listening is a potential structure that has possibilities for expanding dialogues.

Joe Kincheloe, who recently passed away, wrote about radical listening as an activity that extends far beyond the hermeneutic/phenomenological goal of making sense of written and oral discourse from the actors' perspectives. In addition to making sense from the others' standpoints it is necessary, as part of a critical approach, to consider the possibilities of others' standpoints. Before offering alternatives it is necessary to fully explore the possibilities of others' perspectives, to try them out and see what can be accomplished. What would it take to enact radical listening in traditional fields such as journals and conferences? We are underway in the Forums of CSSE and in the forthcoming EASE perhaps we can make serious endeavors to be radical listeners and thereby ensure that we maximize the potential of the myriad presentations that will set the stage for further advancement of science education in the international sphere. Can we enact a conference in which there are scholars involved not just in voicing but also in radical listening? To conclude on a theoretical note, I do not proffer a binary here—to be an effective scholar it is necessary to be a radical listener and a critical speaker—each presupposes the existence of the other.

**Kenneth Tobin** is Presidential Professor of Urban Education at the Graduate Center of the City University of New York. His research focuses on the teaching and learning of science in urban schools. His latest book is a co-edited volume with Wolff-Michael Roth entitled *World of science education: North America* (Sense). Tobin is the founding co-editor of *Cultural Studies of Science Education*. (ktobin@gc.cuny.edu)

## *Asia-Pacific Forum on Science Learning and Teaching*

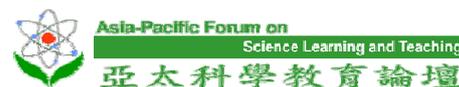
Yau-yuen Yeung (Dr. Chief Editor)

A new issue of the open-access journal (with ISSN 1609-4913): *Asia-Pacific Forum on Science Learning and Teaching* has already been released for a few weeks. APFSLT is a peer-reviewed journal provided free-of-charge on the Internet to disseminate innovative methods for the learning and teaching of science in schools. The content of this journal will be included in various information products of EBSCO Publishing, Inc. Note that this journal will shortly be indexed in the famous database of Scopus and ERIC.

In this June or First Issue of Volume 10, there is a Foreword article on "History, philosophy, and science teaching: The new engagement" written by Dr. Michael R. MATTHEWS who is Editor of the 'Science & Education' journal and Past-President of the International History, Philosophy & Science Teaching Group. Apart from this foreword article, there are 15 research or professional papers contributed by 30 authors from many different universities or education-related organizations around the world and they are placed under 3 main sections of this journal, namely Academic Articles Section, General Articles Section and Exemplary Teaching Methods Section to reflect the nature of those contributed papers.

The APFSLT journal website is located at: <http://www.ied.edu.hk/apfslt/>

Science education researchers around the world are sincerely invited to contribute research or professional articles on science education to this online journal. Please note that the submission deadline for Volume 10 Issue 2 is 31 Oct., 2009 and all contributions will be reviewed.



## ***Science Education Research Initiative in Hong Kong in the coming triennium***

CHENG, May Hung May (Hong Kong Institute of Education)

We are happy to share with EASE members that colleagues in Science Education have secured three General Research Fund from the Research Grants Council in Hong Kong this year. The Research Grants Council (RGC) is a semi-autonomous advisory body within the University Grants Committee (UGC) in Hong Kong which works closely with the Committee and advises and reports to the Government through the UGC on matters within its purview. General Research Fund (GRF) is the major annual funding exercise of the RGC to support academic research in the UGC-funded institutions. The funding policy of the RGC is to support as many worthwhile research projects as possible with funds available. Three research proposals on science education submitted by the Department of Science & Environmental Studies at the Hong Kong Institute of Education are successfully funded by the GRF 2009/2010, which signify the research initiative in Hong Kong science education in the coming triennium. Below are the brief descriptions of these three research projects.

The first is the "Developing a teacher professional development model for enhancing primary teachers' competence in implementing formative assessment" with Prof. Cheng May Hung May and Dr So Wing Mui Winnie as the investigators. This project is formulated to construct a teacher professional development model for enhancing primary teachers' competence in implementing formative assessment. The study draws on a design-based framework involving two cycles and primary teachers of different levels of experience. Since teacher professional development activities for formative assessment need to be contextualized due to its interactive and dynamic nature, classroom-based support or observation will be part of the intervention and evaluation of the project. At a practical level, findings will have an impact upon the quality of General Studies teaching and learning in Hong Kong. Findings will inform both local and international teacher educators in identifying effective strategies to support formative assessment. Findings will also shed light on the advancement of theory related to teacher professional development with the adoption of a socio-cultural view of learning and Cultural Historical Activity Theory (CHAT) applicable to explain the learning of different types of teachers.

The second is the "Online resource-based inquiry learning environment: Effects of teacher pedagogical practices on science understanding of primary learners working in groups" with Dr So, Wing Mui Winnie, Dr Kong Siu Cheung and Professor Cheng May Hung May as the investigators. This research aims to gain in-depth understanding of teacher conceptions and practices that are essential to support effective inquiry learning through the context of upper primary pupils studying science topics in the form of groups with teachers apply instructional practices with available online resource-based learning units. Both qualitative and quantitative methods including survey, interview, observation and analysis of lessons will be conducted to explore how to "Make Teaching and Learning More Effective" as intervention through the two-year study. Findings from this research will provide useful information to facilitate teachers to design effective practices with the use of online resources in appropriate ways in order to enhance learners' inquiry learning of science. Insights gained will also result in models of teacher pedagogical practices that can be used to inform future teacher professional development initiatives in teacher education.

The third is "The affective domain of science learning among Chinese school pupils: Further undertaking of the ROSE project in Hong Kong and mainland China" with Dr Yeung Yau Yuen and Professor Cheng May Hung May as the investigators. This research is closely linked with an international project called the Relevance of Science Education (ROSE) which was launched in 2002, and since then has collected data from more than 40 countries on the attitudes of 15-year-old students towards science. The research team has been consigned to undertake the pioneer work of collecting preliminary data on the affective domain of science learning among Chinese students in Hong Kong and mainland China for the international ROSE project. This research will gain an in-depth understanding of the affective dimension of science learning among Chinese pupils to inform (a) local and national education policymakers and other relevant stakeholders about the betterment of science curriculum reform and science teaching and (b) international science educators so that they gain a more complete picture of worldwide trends in science learning.

## ***Science meets Musicals: A New Effort in 2009 Korea Science Festival***

Eun Ah Lee (Korea Foundation for the Advancement of Science and Creativity)

Every summer, a big event called "Korea Science Festival" is held in Korea since 1997. This festival, organized by Korea Foundation for the Advancement of Science and Creativity (KOFAC), is a weeklong event that anyone comes to enjoy and learn science. This year, one special symposium caught many visitors' eyes. It was a science-culture combined symposium titled "Mission Impossible: Save Dr. Jekyll". As the title shows, this symposium was planned to bring science and culture together and to make science come closer to the general public. It was inspired by the well-known musical "Jekyll and Hyde", but unlike the musical, it was focused on Dr. Jekyll's research. In the musical, Dr. Jekyll's ambitious research went wrong and brought a tragic end. In the symposium, however four experts in medical science, history of science, research ethics, and philosophy examined a few points which Dr. Jekyll could have made a better choice. By this examination, they provided the explanation for how science works. For example, when Dr. Jekyll realized that his research was going wrong, his alter ego Mr. Hyde was getting more and more power so he tried to solve the problem only by himself. If he shared his problem with his friends and colleagues, and asked for help, things could have been quite different. Experts explained that scientists in real-life usually work together and help each other. Mr. J. H. Ryu who is famous for his role of Dr. Jekyll in Korea remarked in the symposium, that actors also discussed a lot about Jekyll's character, wondering why he made such choices. He added that, if Dr. Jekyll had colleagues such as these experts, he might not have killed himself so tragically. Mr. Ryu also performed two wonderful songs from the musical, as a salute to Jekyll. Dr. K. Kim who organized this symposium said, "Half of the audience came to the symposium only because they were interested in the musical, but I believe, at the end, they all enjoyed the symposium, and learnt more about how science works. This is the best reward for the organizer". Surely, this small but innovative symposium seems to open the new way for the public to embrace science.



## ***A Scene of Teacher Training in East Asia***

When trained in music or sports, we often observe an ideal performance of expert. Retired expert elementary science teacher Mr. Fujio Hiramatsu, who has been leading elementary science education in Japan at the attached elementary school of Tsukuba University, shows his practical examples to undergraduates at some universities. He is having a workshop on Thu. Oct. 22 afternoon in the Conference. You have a chance to glance a part of real Japanese Science Education. You may have different impression about high performance of Japan's TIMSS and PISA result through his workshop.





## The Report of ESERA 2009



Ji-Young Park  
Post-Doc fellow at BK 21 SENS,  
Seoul National University, Korea

Idy Wing Man CHAN  
Fanling Rhenish Church Secondary School,  
Hong Kong

ESERA was established in 1995 at University of Leeds, UK and biannual conference has been held since 1997. I first attended ESERA conference in 2007 at Malmö, Sweden during my PhD studies. I got my PhD degree in science education this February and attended the ESERA conference at Istanbul, Turkey as a post-doctoral fellow. Attending ESERA has special meanings to me though my experiences are limited. There are researchers from many regions such as European, American as well as Asian countries. They have really different cultural backgrounds including languages, not to mention different viewpoints among each other. Thus this international conference gives us chance to consider the meanings of a research within the very cultural background, and I can critically reflect on the strong and weak points of my study through comparison with other researches in the same research strand. There are the very prominent features of the ESERA, differentiated from NARST and other conferences in science education field. There exists diverse perspectives on researches in the same strand, and deep understanding of and respect for each other's culture and research. Since I was particularly interested in argumentation for improving scientific literacy, I was excited with a lot of empirical studies on practical use of argumentation in school science and on various ways to analyze argumentation contexts. In addition, the conference held at various cities in the world, and I can travel abroad and enjoy exotic scenery with my colleagues. Even though this entertainment is secondary thing, it provides motivations to me.

This is Idy, I am a Science teacher from Hong Kong. ESERA 2009 is the first international conference that I have ever participated, and I am so grateful to have a chance to present my work on teaching about Nature of Science there.

It is very rare for school teachers, like I do, to have an opportunity to meet international researchers, to receive first-hand information from them, and in turn got inspired in our teachings. It is a really an eye-opening experience! I couldn't forget the plenary workshop given by Yves Quéré, in which he mentioned a little Turkish boy asked whether science would one day come to its end. Quéré suggestion was: the more we know about science, the more ignorant we found ourselves to be, and so we should be even more humble than ever. I think this message is so true to all of us – for researchers, and for teachers. No matter what role we are taking, any new knowledge about science education would always opens new doors for research and improvement.

I am so glad that ESERA 2009 was held in Istanbul - such an exciting historical city! It is a really eye-opening experience!



## The Report of International seminar & the 56th KASE conference

Young-Shin Park (Chosun University, Korea)

The KASE (Korean Association for Science Education) conference is biannual; one is held every February for domestic educators mainly and the other every August for the international as well as domestic. KASE was founded in 1976 and has a history for 33 years so far. The biannual 56th KASE conference with the combination of international seminar was held at Chosun University, Gwangju from August 20th to 22nd for three days and cultural visiting on the 23rd. The president of KASE, Jin-Woo Jeong, made opening address and the vice-president of Chosun University, Dae-Won Kim, delivered the congratulatory address to celebrate KASE conference. The first day of conference consisted of keynote speeches by Korean science educators focusing on 'creativity' at primary and secondary levels, each with one speaker and two discussants. At night, we had celebrating reception at Ramada Plaza Gwangju Hotel with Kayaguem performance. Kayaguem is Korean traditional musical instrument with 25 strings. The second day of conference was 'International seminar' and three different international invited speakers, Michael Matthews from Australia, Manabu Sumida from Japan, and Jimmy Wong from Hong Kong, delivered speeches each about 'creativity' embedded in their own research. It was meaningful and productive opportunity for me to compare 'creativity' research from different views of domestic and international ones. There were about 53 oral presentation and 46 poster presentations as well as 7 workshops. The main research strand was "science teaching & learning." Science magic and activities by Nelson Chen from Taiwan were very attractive to audience with various souvenirs. After conference, KASE program offered one and half-day of cultural visiting; making Korean traditional cookies, visiting folk village, visiting a Dolmen museum and bamboo forest, which all made Gwangju a historical city differentiated from others. The conference was much successful at least for me! All participants attending KASE conference made all their contribution by presenting, communicating, discussing, socializing, and sharing all ideas openly and freely, to enhance the quality of research in 'creativity in science education'.





## Welcome New Editor!

LEE, Sung-Tao (李松濤) is currently associate professor in the Department of Applied Science and the Chief of Library & Information Center in the Naval Academy, Taiwan. Being a master of applied chemistry and a Ph.D. of science education, he teaches undergraduate classes in general

chemistry, scientific thinking and problem solving. His research interests include inquiry teaching, students' argumentation abilities, science teachers' thinking and science argumentative text reading in elementary grades and science textbook reading strategies in college students. He also serves as a member in the Association of Science Education in Taiwan. From September 2009, he is invited to work as the helper for EASE newsletter in Taiwan region.

## Welcome to EASE General Assembly!

EASE President, Masakata Ogawa (Japan)

To all EASE Members and Supporters, we are having our General Assembly on Oct.22 evening. The agenda items will be discussed and arranged in the Executive Meeting one day before.

If you are not EASE supporter yet, just join and be our member on the day. Hope to see you at the General Assembly.

Oct.22 2009 (Thu.)

17:30-18:00

General Assembly

## Kawasaki Bodhidharma overviews the West and the far-East: A Voice of East-Asia

Hisashi Otsuji (Ibaraki University, Japan)

At the general assembly of the Japan Society of Science Education, held at the Doshisha Women's University, Kyoto, Japan, on Aug 25, 2009, Professor Ken Kawasaki received its prestigious Academic Award. Since this award owes much to his book (Kawasaki, 2005) I shall try to summarise its abstract based on a recent review of the book (Yamada, 2007).

When Japan encountered Western Modern Science (WMS) about 150 years ago it had already been enveloped by a profound sense of universality. Kawasaki argues that it was Galileo who performed the remarkable feat of interpreting Understanding in a technical sense. Thus the aim of science became one of understanding phenomena via the technique of mathematical measurement and comparison of these mathematical representations. This idea arose from the Western Modern (WM) worldview created earlier by Aurelius Augustinus who unified the Platonic Idea and the notion of the Creator, derived from Judaism. The background of Galileo's mathematical Physics was such a worldview wherein a sacred and rational Christianized god created the world using number, weight and length. Kawasaki named it the "Logos Framework." Even after disregarding the Creator in the Age of Enlightenment, the framework remained, addressing universality in a more sophisticated way. When Japan met WMS its people were misled by its technical aspect and have continued to believe in its universality.

On the other hand, it is generally said that people's worldview, which is held unconsciously, is due largely to their language. Karl Popper expressed this as we live in an "Invisible Prison". In terms of this linguistic perspective, when Japanese students, captives in the Invisible Prison of Japanese language, learn science without knowing how the WM worldview (or "Logos Framework") was framed historically, they can be said to be trapped in a Double Invisible Prison. Kawasaki argues that when learning science we need to (i) be conscious that WMS is based on a worldview which consists of double layers of the worlds of Ideas and Matter and (ii) be conscious of the learner's own worldview. In Pre-service Science Teacher Training, science educators have an important role in either reproducing students within the Double Invisible Prison or opening the door for them.

I could only abstract half of his book here. Kawasaki goes on to uncover a Japanese way of understanding using the philosophy of Lao zi and Zhuang zi, etc., but I have omitted it here. His long-term deliberation, like Bodhidharma, has come to fruition in this book. The English translation is expected soon.

References Kawasaki K. (2005) *History of Science on God and Nature*, Tokyo: Kodansha (Japanese).

Yamada T. (2007) A Viewpoint of Comparative Science Study toward Science Education in Japan: Bookreview of "History of Science on God and Nature" of Ken Kawasaki, *Journal of Science Education in Japan*, 31(4), pp.275-278. (Japanese).



## Conferences in the World

### Science Education at the Crossroads 2009

Sep. 20-22, 2009 @Portland, Oregon; USA.  
<http://www.sciexroads.org/>

### EASE 2009 <http://theease.org/>

Oct.21-23, 2009 @Taipei, Taiwan

### 3rd International Conference on Science and

#### Mathematics Education(CoSMEd) 2009

Nov. 10-12, 2009 @ Penang, Malaysia  
<http://www.recsam.edu.my/cosmed/>

### International Science Education Conference

2009 Nov. 24-26, 2009

@National Institute of Education, Singapore

<http://www.nsse.nie.edu.sg/isec2009/>

### 6th International Conference on Environmental,

#### Cultural, Economic and Social Sustainability.

Jan. 5-7, 2010 @Cuenca, Ecuador

<http://onsustainability.com/conference-2010/>

### ASE Annual Conference

Jan. 7-9, 2010 @Univ. of Nottingham, UK.

<http://www.ase.org.uk/>

### ASTE 2010 International Conference

Jan. 14-16, 2010 @ Sacramento, CA, USA.

<http://theaste.org/>

### NARST2010

<http://www.narst.org/>

Mar. 20-24, 2010 @ Philadelphia, PA, USA.

### NSTA 2010 National Conference

Mar. 18-21, 2010 @Philadelphia, PA, USA.

<http://www.nsta.org/>

### The XIV IOSTE International Symposium

Jun. 13-18, 2010 @Bled, Slovenia.

<http://www.ioste.org/symposia.htm>

### WorldSTE2010 (ICASE2010)

Jun.28- Jul.2 2010 @Tartu, Estonia

<http://www.icas2010.org/>

### 41<sup>st</sup> ASERA 2010 Jun.30- Jul.3, 2010

@ Newcastle University, NSW, Australia.

<http://asera.org.au/>

### JSSE 2010 Sep. 10-12, 2010 @Hiroshima,

Japan <http://www.jsse.jp/>

### The 8th International Conference for the

#### History of Science in Science Education (8th

#### ICHSSSE) @Mareias, Sao Paulo, Brazil,

16-19 Aug. 2010.

<http://www.hpsst-brazil2010.org/>

### NARST 2011 Apr. 2-6, 2011 @Orlando, FA,

USA <http://www.narst.org/>

### NARST 2012 Mar. 2012 Indianapolis, IN, USA

## Contributors to this Issue

Idy Wing Man CHAN (Hong Kong), Wang Jian (Mainland China), Eun Ah Lee (Korea), Sung-Tao Lee (Taiwan), Chi-Jui LIEN (Taiwan), CHENG May Hung May (Hong Kong), Hayashi Nakayama (Japan), Masakata Ogawa (Japan), Hisashi Otsuji (Japan), Ji-Young Park (Korea), Young-Shin Park (Korea), Peter C. Taylor (Australia), Kenneth Tobin (USA), Alice Wong (Hong Kong), Toshihiro Yamada (Japan), Yau-yuen Yeung (Hong Kong)

"Not Doing, but Being"

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Benny Hin Wai YUNG

(The University of Hong Kong)

## ***Constitution of EASE*** **東亞科學教育學會規程**

### **1 Name and Status**

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

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

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

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

### **2 Aims**

The aims of The Association shall be:

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

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

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

Constituent Regions;

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

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

### **3 Membership**

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

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

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

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

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

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

### **4 The Executive**

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

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

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

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

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

4.6 The duties of the President shall:

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

b. serve as a Chair of The Executive;

c. be or designate a representative to affiliate organizations;

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

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

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

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

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

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

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

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

### **5 Activities**

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

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

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

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

## ***Join us !***

For membership of EASE: It costs only US\$20 a year to be a member of EASE (US\$10 for student).

For more information: Just visit EASE Website <http://theease.org/>

Don't hesitate to contact me for further information. *Young-Shin Park (Chosun University, Korea, parkys@chosun.ac.kr)*

