**NEWS and VIEWS**

*PrimaryConnections Indigenous Perspectives: Promoting Sustainable Environments and Cultural Identity*

**Robyn Bull**  
Regional Manager (Science), Department of Education and Training, Queensland (formerly, PrimaryConnections Indigenous Perspective Coordinator, Australian Academy of Science)

*PrimaryConnections* developed by the Australian Academy of Science, links the teaching of science with literacy and incorporates Indigenous perspectives. The aim of the program is to develop primary students’ scientific literacy and to build awareness and understanding of Indigenous perspectives in the context of science. *PrimaryConnections* utilises a two-pronged approach to more effective teaching and learning in primary science and includes a professional learning program and curriculum resources.

Through the professional learning program teachers are supported to develop knowledge, skills and new understanding of effective inquiry-based science teaching and learning. The *PrimaryConnections* Indigenous perspectives framework was developed to increase awareness and understanding of Indigenous perspectives in science education. The framework is intended as a guide for schools and teachers to implement Indigenous perspectives that are integrated and embedded within the science curriculum.

During a pilot study of the *PrimaryConnections* Indigenous perspectives framework in Western Australian schools in 2007, teachers reported not only increased awareness and understanding of Indigenous perspectives in science, but also heightened awareness of the programs potential to promote environmental and cultural sustainability. The pilot study focused on implementation of the *PrimaryConnections Plants in action* curriculum unit and included students from year levels one to seven in urban, rural and a semi-remote location.

This presentation will include opportunities to workshop with some of the Aboriginal educators and community members involved in the pilot study who contributed to the incorporation of relevant and meaningful Aboriginal perspectives which enhanced and enriched the learning environments for all students – Indigenous and non-Indigenous, and their teachers. Students built traditional Aboriginal shelters and learnt Aboriginal language as they explored plants and the plant life cycle. At the completion of the pilot one of the Aboriginal education managers explained how ‘science is really an integral part of the Aboriginal

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way of life - because they are so connected to the land and the environment which are integral to their culture’.

(This article is the abstract of a paper that Robyn was presenting at a sustainability in science conference in Perth on 23 July.)

Valuing and protecting Indigenous wild food resources

The value of rivers and wild food resources to Aboriginal people is the focus of new research that will help transform water management on Cape York in northern Queensland.


Deans sign accord on Aboriginal education (Canada)

A promising step forward for Aboriginal education is taking place at this year’s Congress of the Humanities and Social Sciences, currently underway at Concordia University in Montreal. On June 1, members of the Association of Canadian Deans of Education (ACDE) signed an Accord on Indigenous Education. The Accord lays out a vision, a set of principles, and an extensive list of goals with the aim to create respectful learning environments, inclusive curricula, and to recognize and promote Indigenous knowledge in education.

Story continues at:
http://oncampus.macleans.ca/education/2010/06/01/deans-sign-accord-on-aboriginal-education/

RESOURCES

International History and Philosophy of Science Teaching Group

The June newsletter of the IHPST group is now available on the web at http://www.ihpst.org/newsletters.html

1. President’s Column
2. Science & Education Current Issue (Volume 19 Nos. 6-8)
4. Journal Special Issue Call for Papers: Philosophical Considerations in the Teaching of Biology
5. Journal Special Issue Call for Papers: Philosophical Considerations in the Teaching of Chemistry
6. Journal Special Issue Call for Papers: Mario Bunge’s Systematic Philosophy: An Evaluation
7. First Latin American IHPST Regional Conference, August 19-21, 2010
9. Philosophy of Science Association, Elections
10. American Association for the Advancement of Science, Section L Programme (HPS), Washington DC, February 18-21, 2011
12. 14th Congress of Logic, Methodology and Philosophy of Science, Nancy, France, July 19-26, 2011
13. EASE 2011 Conference (East Asian Science Education Research Association), Gwangju Korea, October 26-29, 2011
14. New History of Science and Technology Journal, Almgest
15. Workshop: Objectivity and the Practice of Science, Tilburg Center for Logic and Philosophy of
Science, 5 October 2010
16. Book Reviews
       Harper, New York (RON GOOD)
        Press, London (CLARE MUSGRAVE)
        Sudbury, MA (TODD TIMBERLAKE)
        Press, Cambridge MA (ROBERT NOLA)
   (v) Nick Spencer (2009), Darwin and God, Society for Promoting Christian Knowledge, London
       (KEITH THOMSON)
        Los Angeles, California: University of California Press (ERIK L. PETERSON)
17. Current Research
18. Publications for Sale
19. Anthology: Science, Worldviews and Education
20. Coming Conferences
21. IHPST Graduate Students
22. HPS&ST and NOS Course Outlines and Materials
23. IHPST Council (2009-11)
24. IHPST Email List
25. Newsletter Items

The July newsletter of the IHPST group is also now available on the web at
http://www.ihpst.org/newsletters.html Importantly item #1 contains details of the opportunity to become a
fee-paying Foundation Member of the now formalized IHPST group.

CONTENTS
1. President’s Column: Formal Membership of IHPST now Available.
2. Science & Education The Darwin Year Celebration, Volume 19 Nos. 4-5, 6-8
4. Journal Special Issue Call for Papers: Philosophical Considerations in the Teaching of Biology
5. Journal Special Issue Call for Papers: Philosophical Considerations in the Teaching of Chemistry
6. Journal Special Issue Call for Papers: Mario Bunge’s Systematic Philosophy: An Evaluation
7. First Latin American IHPST Regional Conference, August 19-21, 2010
9. American Association for the Advancement of Science, Section L Programme (HPS), Washington
   DC, February 18-21, 2011
10. Science, Knowledge, and Democracy, Three Rivers Philosophy Conference, University of South
    Carolina, Columbia, SC, April 1st – April 3rd, 2011
11. 14th Congress of Logic, Methodology and Philosophy of Science, Nancy, France, July 19-26, 2011
12. EASE 2011 Conference (East Asian Science Education Research Association), Gwangju Korea,
    October 26-29, 2011
13. Book Reviews
       Species.” Cambridge University Press, Cambridge. [COSTAS MANNOURIS]
       Routledge, New York. [KEITH S. TABER]
   (iii) Derek Hodson (2009) Teaching and Learning about Science: Language, Theories, Methods,
       History, Traditions and Values. Sense Publishers: Rotterdam. [SHERRY A. SOUTHERLAND]
Storytelling as an Instructional Method: Research Perspectives

For thousands of years storytelling has been a key means of instruction in cultures around the world. Today stories are told for educational purposes in virtually every domain of human endeavor. This book explores various theoretical and practical aspects of storytelling as an instructional method. It is divided into sections that examine instructional uses of the four types of storytelling: scenario-based, problem-based, case-based and narrative. The book’s chapters cover a variety of topics including: theories of storytelling instructional effectiveness, story archetypes, cognition and storytelling, the use of stories in instructional games, and effective instructional strategies that employ stories. In addition, practical applications of storytelling are given for healing combat stress and improving information security.

The intended audiences are teachers, instructors and instructional designers of all types. In addition, instructional and educational researchers should benefit from the book. Finally, the book should be of aid to storytellers who seek to make their stories more effective instructional devices.

Please find a free preview at: Storytelling

Access and Equity: Comparative Perspectives

The massive expansion of higher education across all continents is one of the defining features of our century. This volume examines two dimensions of this: those of access and equity. Building on the country studies undertaken by this group of Fulbright New Century Scholars, the book offers a unique focus in its commitment to bring together an analysis of the theoretical literature on equity; a focus on the methodological problems of measuring access and equity from a comparative perspective; a comparative analysis of trends and policy developments set in a global framework; and a comparative analysis of targeted initiatives which are currently in place in different societies. The need to develop a comparative research programme addressing the question of measuring equity is noted.

The volume will be of interest to a broad range of readers: policy makers and researchers at international, national and local levels; non-governmental bodies; higher education institutions; and members of the public interested in these topics. During a period of financial constraint, the provision of access to higher education for disadvantaged groups, and their retention in higher education, remains a continuing and important issue.

Please find a free preview at: Access and Equity
THE WORLD OF SCIENCE EDUCATION: Arab States
Saouma BouJaoude, American University of Beirut and Zoubeida R. Dagher, University of Delaware (Eds.). Rotterdam and Taipai: Sense Publishers.

Each volume in the 7-volume series The World of Science Education reviews research in a key region of the world. These regions include North America, South and Latin America, Asia, Australia and New Zealand, Europe and Israel, Arab States, and Sub-Saharan Africa.

The focus of this Handbook is on science education in Arab states and the scholarship that most closely supports this program. The reviews of the research situate what has been accomplished within a given field in an Arab rather than an international context. The purpose therefore is to articulate and exhibit regional networks and trends that produced specific forms of science education. The thrust lies in identifying the roots of research programs and sketching trajectories—focusing the changing façade of problems and solutions within regional contexts. The approach allows readers to review what has been done and accomplished, what is missing and what might be done next.

Please find a free preview at: The World of Science

Learning and interculturality
elarning Paper No. 7

The year 2008 was declared as the European year of Intercultural Dialogue. One of our authors pertinently outlines: “This is but one sign of the growing awareness of the need to reflect on the multicultural dimensions of our society and work actively at overcoming the gaps and fear that often exist between people of different cultures”. Therefore, eLearning Papers wants to contribute to the reflection on this theme. Above all we want to emphasise the importance that ICT have in the process and the added value that e-learning can offer.

The concept of interculturality gives us an idea of diversity and acknowledges that we live in societies that are more complex than ever, where it is necessary to facilitate a “meeting point” for cultures. In this respect, educational processes need to recognise these cornerstones in learning designs that promote interculturality: the need to provide space for dialogue, negotiation and respect towards minorities.

- Migrations and the Net: new virtual spaces to build a cultural identity, by Linda J. Castañeda, Paz Prendes, Francisco Martínez-Sánchez
- E-learning and intercultural dimensions of learning theories and teaching models, by Claire Bélisle
- Distance training of teachers in a rural area in Kenya, by Chiara Pozzi
- SCORM specifications for an emerging world: The linguistic diversity at work by Mokhtar Ben Henda
- Open Educational Resources and Practices, by Sandra Schaffert, Guntram Geser
- Rapid e-learning, as an informal educational tool for advanced students, by Nicolò Antonio Piave

Necatibe Faculty of Education Electronic Journal of Science and Mathematics Education

Necatibe Faculty of Education Electronic Journal of Science and Mathematics Education (NEF-EFME) is an international on-line, refereed science and mathematics education journal that is published at least two issues in a year. It is published twice a year since December 2007.

The latest issue of NEF-EFME is now available. The papers can be accessed at the following link: http://www.nef.balikesir.edu.tr/~dergi/index.php?option=com_makale_arsiv&sayi_id=8

**Research Articles**

- The notion of the relationship to knowledge: A theoretical tool for research in science education
  Chantal Pouliot, Barbara Bader, Geneviève Therriault
- What influences the emergence of a new subject in schools? The case of environmental education
  Mei-Chun Michelle Yueh, Bronwen Cowie, Miles Barker, Alister Jones
- A case study of science teacher candidates' understandings and actions related to the culturally responsive teaching of 'Other' students
  Mary M. Atwater, Tonjua B. Freeman, Malcolm B. Butler, Jessie Draper-Morris
- Who is joining physics and why? Factors influencing the choice of physics among Ethiopian university students
  Tesfaye Semela
- The conservation knowledge and attitudes of teenagers in Slovenia toward the Eurasian Otter
  Gregor Torkar, Petra Mohar, Tatjana Gregorc, Igor Nekrep, Marjana Hönigsfeld Adamič
- The association between preservice elementary teacher animal attitudes and likelihood of animal incorporation in future science curriculum
  Ron Wagler

**Book Review**

- *Learning science in informal environments: People, places, and pursuits* Authors: Philip Bell, Bruce Lewenstein, Andrew W. Shouse, Michael A. Feder Reviewers: Larry D. Yore, Alena Kottova, Susan Jagger

**Other articles**


**Abstract:** The futurist employs time, especially future time, to transform the present. And 'when we get the direction right, that is 50 % of the story' (Inayatullah, 2009). This article is written for educators whose cross-cultural contexts challenge them to go beyond traditional forms of theory, presentation and method and face another direction. Ancient shapes such as the dot, the circle, the cross and the square (Chevalier & Gheerbrant, 1996) are neutral in themselves but culturally interpreted. Though the 'cross' is neutral in itself, cross-culturally it represents the dominant litany of Western theory, the masculinist myth of a unidirectional world, and the idea that crucifixion comes first and hope and transformation second. Cross-cultural education ignores the impact of the 'cross', which if surrounded with the circle symbolises the Earth (Milojevic, 1999) as Gaia (Lovelock, 2001). This cultural blindness frustrates educational change.

A focus on the cross and the dynamics at its heart opens the gaze to the space between in an eye to eye (I to I) meeting: the 'cross' becomes a 'tracking device' and like an hourglass, an unlimited device for people to move through and out of geophilosophical baggage and into a fresh and open space.


**Abstract:** This paper uses a cultural anthropological approach to investigate an indigenous Australian perspective on atmospheric phenomena and seasons, using data gained from historical records and ethnographic fieldwork. Aboriginal people believe that the forces driving the weather are derived from Creation Ancestors and spirits, asserting that short term changes are produced through ritual. By recognizing signals such as wind direction, rainfall, temperature change, celestial movements, animal behaviour and the flowering of plants, Aboriginal people are able to divide the year into seasons. Indigenous calendars vary widely across Australia and reflect annual changes within Aboriginal lifestyles.
Star Man gathers Indigenous stories (Australia)

I thought that this may be of interest to some of you 😊

Best regards Paul Curnow

Educational Insights

This is the online journal of the Centre for Cross Faculty Inquiry in Education at the University of British Columbia (Canada). It is a peer-reviewed journal

http://www.ccfi.educ.ubc.ca/publication/insights/index.html

CONFERENCES

SUZA – SPINE 2010 INTERNATIONAL SYMPOSIUM
Teaching, Learning, Assessing in Second Language Contexts
Zanzibar Beach Resort Hotel, Zanzibar, Tanzania
2 – 3 December 2010

The objective of the Symposium organised by the State University of Zanzibar (SUZA) in collaboration with the University of Bristol (UK) is to share research findings and discuss current issues and policies related to teaching, learning and assessing through the medium of a second or foreign language across the globe.

For more details: http://www.bris.ac.uk/spine/symposium/

American Educational Research Association 2011 Annual Meeting
New Orleans, Louisiana
Friday, April 8 – Tuesday, April 12, 2011

Theme: Inciting the Social Imagination: Education Research for the Public Good
http://www.aera.net/

CALENDAR OF EVENTS

This is mostly a summary of upcoming conferences. More details may have been given in this or previous bulletins as shown. A web-based contact is usually included. Inclusion of conferences in this list is not to be read as an endorsement of the conference.

2010

August 2010
2-5 August: Fifth International Conference on Interdisciplinary Social Sciences, Cambridge University, United Kingdom http://www.SocialSciencesConference.com/ (Dec09)


September 2010

November 2010


December

2011
January 2011
5-9 January: epiSTEME-4: Fourth international conference to review research on Science, TTechnology and Mathematics Education, Homi Bhabha Centre for Science Education (TIFR), Mumbai, India, http://www.hbcse.tifr.res.in/episteme. (Feb10)

5-7 January: Seventh International Conference on Environmental, Cultural, Economic and Social Sustainability, University of Waikato, Hamilton, New Zealand www.SustainabilityConference.com (April10)

April 2011
3-6 April: National Association for Research in Science Teaching (NARST) annual conference, Orlando FA, USA (http://www.narst.org/annualconference/2011conference.cfm)


June 2011

July 2011

2012

March 2012
24-28 March: National Association for Research in Science Teaching (NARST) annual conference, Indianapolis IN, USA (http://narst.org/)

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