

Education Research Funded by NSF Featured on Capitol Hill

For the second consecutive year, the American Educational Research Association joined more than 30 professional societies and universities to participate in SCIENCE@WORK, the annual exhibition and reception sponsored by the Coalition for National Science Funding (CNSF). The evening event, held June 7 in the Rayburn House Office Building, showcased research funded by the National Science Foundation (NSF).

Joining AERA this year to feature a scientific program of education research by Marcia C. Linn, Ph.D., of the University of California–Berkeley, was the American Psychological Association (APA). Both AERA and the APA are members of the Coalition for National Science Funding.

Now in its 12th year, this CNSF event is held each spring for White House leaders, members of Congress, and Congressional staff to hear university researchers and educators describe the work and value of a wide range of NSF-funded scientific research and education projects.

This year, education research was especially well represented. Two other scientific societies also featured education research by AERA members. For the Society for Research in Child Development exhibit, Melanie Killen of the University of Maryland’s Department of Human Development presented research on the topic “When Do Children Use Race to Make Judgments About Peer Relationships?” For the American Sociological Association, Karl L. Alexander of Johns Hopkins University presented findings from the Beginning School Study: The Life Course Patterns of Urban Youth Through the 3rd Decade. AERA Executive Director Felice Levine observed, “It was notable that education research was so prominent in the



NSF Director Arden Bement (left) confers with Linn on research on science learning.

(Photo by Robert L. Stevens)

CNSF exhibit this year. It speaks well for both the quality of our science and the need for it.”

Several members of Congress, as well as the top leaders of the National Science Foundation, talked with Dr. Linn about the NSF-funded research and science education project that she directs. Using a poster, continuous slide show, and printed materials, she explained how technology-enhanced learning in science helps students understand science by visualizing how it works. The exhibit illustrated the work of TELS (Technology-Enhanced Learning in Science), an NSF-funded Center for Teaching and Learning. TELS develops instructional programs that use educational technology to help middle school and high school students master complex scientific concepts.

Since its inception in 2003, TELS has introduced more than 10,000 students to standards-based science concepts such as chemical reactions, velocity, and the rock

cycle. Using TELS modules, students learn to visualize scientific concepts and answer questions about scientific phenomena relevant to their lives: When are airbags safe for children? Why do greenhouse gases accumulate? Results show that TELS students learn more than similar students in traditional programs. TELS works with 100 teachers in more than 20 schools in Arizona, California, Massachusetts, North Carolina, Pennsylvania, and Virginia. For more information, visit the TELS website: <http://TELScenter.org>.

TELS is funded by the NSF’s Division of Elementary, Secondary, and Informal Education. During the past 20 years, Linn has received NSF research support totaling nearly \$28 million. Now Professor of Cognition and Education in the Graduate School of Education at UC Berkeley, Linn received a Ph.D. degree in educational psychology from Stanford University and has served on the UC Berkeley faculty since 1970.

OUTSTANDING BOOKS FROM AERA ESSENTIAL RESOURCES FOR EDUCATION RESEARCH

Black Education: A Transformative Research and Action Agenda for the New Century

Editor: Joyce E. King, Georgia State University



Published in 2005 for the American Educational Research Association by Lawrence Erlbaum Associates, Inc.

443 pp. Includes 4 Appendixes, Biographies of Contributing Authors, References, Author Index, and Subject Index

Additional Resources include CD-ROM and 2 Videos

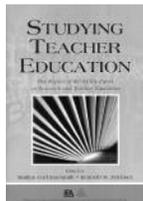
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This book is a product of the AERA Commission on Research in Black Education, an extraordinary collaboration of scholar-activists. By commissioning an independent group of scholars of diverse perspectives and voices to investigate major issues hindering the education of Black people in the United States, other Diaspora contexts, and Africa, AERA sought to place issues of Black education and research practice at the forefront of the agenda of the scholarly community.

Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education

Co-editors: Marilyn Cochran-Smith, Boston College, and Kenneth M. Zeichner, University of Wisconsin-Madison



Published in 2005 for the American Educational Research Association by Lawrence Erlbaum Associates, Inc.

804 pp. Includes Executive Summary, Biographies of the Panel Members, and Author and Subject Indexes

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This much-anticipated volume presents the work of AERA's Panel on Research and Teacher Education. A landmark in the field, it represents a five-year systematic effort to apply a common set of scholarly lenses to a range of important topics in teacher education. The Panel documents its comprehensive analysis and review of the research and proposes a ground-breaking research agenda for the future.



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