



The New Science Education Leadership (Technology, Education-Connections (The TEC Series))

Jane F. Schielack, Stephanie L. Knight

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“You hold in your hands a model for how to turn complex partnerships among scientists, educational researchers, and practitioners into effective learning ecologies. . . . This volume provides helpful insights on how to plan and execute long-term professional engagement that is situated in topic-specific teaching and learning.”

—From the Foreword by **Richard Duschl**, Waterbury Chaired Professor of Secondary Education, Pennsylvania State University

“*The New Science Education Leadership* provides the best description of the synergy between educational leadership, deep scientific content, complexity science, and the science of learning that I have seen to date.”

—**Anthony J. Petrosino**, Co-Founder, UTeach Natural Sciences, The University of Texas at Austin

How can we use new technology to support and educate the science leaders of tomorrow? This unique book describes the design, development, and implementation of an effective science leadership program that promotes collaboration among scientists and science educators, provides authentic research experiences for educators, and facilitates adaptation and evaluation of these experiences for students in secondary and postsecondary classrooms. The information technology used focuses on visualization, simulation, modeling, and analyses of complex data sets. The book also examines program outcomes, including analyses of resulting classroom implementation and impacts on science and education faculty, graduate students, and secondary science teachers and their students.

Book Features:

- An in-depth look at an integrated, problem-based science education leadership program.
- Guidance for developing science education leaders who can use information technology to transfer current science research into the classroom.
- A focus on the use of information technology, integrated professional development experiences, and a shared research agenda.

Contributors: **Gillian Acheson, Ruth Anderson, Lawrence Griffing, Bruce Herbert, Margaret Hobson, Cathleen C. Loving, Karen McNeal, Jim Minstrell, George M. Nickles, Susan Pedersen, Carol Stuessy, and X. Ben Wu**

Jane F. Schielack is a professor in the Mathematics Department and Associate Dean for Assessment and Pre-K-12 Education in the College of Science at Texas A&M University. **Stephanie L. Knight** is a professor in the Department of Educational Psychology, Counseling, and Special Education at Pennsylvania State University.

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