

**National Science Foundation: CyberLearning 2016:
Designing for Deeper, Broader, and More Equitable Learning**
<http://circlcenter.org/events/cyberlearning-2016/>

June 5-6, 2016, Arlington, VA

**National Science Teachers Association
Expertise Exchanges: How to Get Accepted to Journals and Conferences**

We translate and communicate research findings in several ways and multiple formats through experts, administrators, and practitioners across various STEM-related education fields:

NSTA Conferences (1 National, 1 STEM Forum, 3 Area Conferences)

- Present 1-hour session, one of eight ½ or 1 day short courses, compete for a Wednesday Professional Learning Institute, or purchase exhibitor workshops with a booth, where you control the type of session and duration of the workshops.
- Deadline for national typically 4 weeks after national for next year (March/April, submission for fall conferences following year opens in Sept).
- There are approximately 1,200 sessions at the national with 40% acceptance rate. A conference planning committee reviews submissions based on identified themes, other similar sessions, expertise, for-profit, non-profit, practitioner, etc.
Conference and Submission Guidelines: <http://www.nsta.org/conferences/>

NSTA Press Publications (Books)

NSTA Press fosters projects of significant relevance and value to teachers of science, sharing science content updates, best teaching practices, connections to *A Framework for K–12 Science Education* and *NGSS*, and applications of the latest findings from science education research, and classroom activities.

Prospective Authors: <http://www.nsta.org/publications/press/authors.aspx>

NSTA Journals (articles)

- ***Science and Children***
Science and Children is an award-winning peer-reviewed practitioners' journal with an audience of preK–5 science teachers and those who provide them support, as well as instructors of teachers and preservice elementary students. *S&C* is published 9 times a year and is available in hard copy and as an e-journal.
Author Guidelines: <http://www.nsta.org/elementaryschool/msguidelines-sc.aspx>
Call for Papers: Call for Papers: <http://www.nsta.org/elementaryschool/call-sc.aspx>
- ***Science Scope***
Science Scope is an award-winning, peer-reviewed, practitioners' journal for grade 6–8 teachers, university faculty responsible for teacher preparation, and state and district

science supervisors and leaders. *Science Scope* is published nine times a year and is available in print and as an e-journal.

Author Guidelines: <http://www.nsta.org/middleschool/msguidelines-scope.aspx>

Call for Papers: <http://www.nsta.org/middleschool/call-scope.aspx>

- ***The Science Teacher***

The Science Teacher is an award-winning, peer-reviewed, practitioners' journal with an audience made up of high school science educators who provide support for teachers, instructors of teachers, and preservice secondary education students. Published 9 times a year, available in hard copy and as an e-journal.

Author Guidelines: <http://www.nsta.org/highschool/msguidelines-tst.aspx>

Call for Papers: <http://www.nsta.org/highschool/call-tst.aspx>

- ***The Journal of College Science Teaching***

JCST provides a forum for the exchange of ideas on and experiences with undergraduate science courses, particularly those for non-science majors. JCST also discusses innovative teaching materials, methods, and evaluative criteria; disseminate contributions toward improving college science instruction; and describes work in disciplinary science courses that is broad enough in its approach to appeal to teachers in other scientific fields.

Author Guidelines: <http://www.nsta.org/college/guidelines.aspx>

- ***Connected Science Learning***

The primary audience of *Connected Science Learning* is professionals, especially practitioners with responsibility for program development, in both in-school and out-of-school science learning environments (ranging from schools to museums, afterschool programs, media and technology experiences, and home and family learning). Describe practical and successful connected STEM learning program ideas and strategies, including detailed examples of key program elements and youth experiences/interactions, and outcomes from the program's evaluation.

Author Guidelines: <http://www.nsta.org/publications/csl/guidelines.aspx>

Call for Papers: <http://www.nsta.org/publications/csl/call.aspx>

Position Statements: Draw on research in various areas through expert panels

- Early Childhood Science Education
- E-Learning in Science Education
- English Language Learners
- Leadership in Science Education
- Next Generation Science Standards
- Professional Development in Science Education
- The Role of Research in Science Teaching and Learning

GET PLUGGED IN: SUBMIT YOUR NOMINATION TO SERVE IN NSTA GOVERNANCE

<http://www.nsta.org/about/governance/nominations.aspx>

Web Seminars/Virtual Conferences:

- Multiple speakers--Experts in fields of NGSS/STEM research alongside practitioners/administrators.
- **Example: Virtual Conference** on integrated STEM programming within districts: A case study across 3 districts (FL, NY, OR). Others focus on NGSS, pedagogy, or assessment. GET PLUGGED IN: Consider sponsoring your own virtual conference or share your CV for a potential speaking slot through Flavio Mendez, Sr. Director, NSTA Learning Center. fmendez@nsta.org/ , 703-312-9250.

Research Worth Reading Summer Journal Article

NARST/ASTE/NSELA and NSTA generate an annual summary for Practitioners, identified from their respective journals (JSTE, CITE, JRST, Science Educator). A webinar may also support the article.

GET PLUGGED IN: NARST Liaison (Deborah Hanuscind: hanuscind@missouri.edu) coordinates with the NSTA Committee Chair on Research in Science Education (John Tillotson: jwillot@syr.edu), to review/select seminal pieces with committee input.

Lightning Round: What's some quick advice you have?

- Practical, timely classroom ideas and strategies that appeal to a wide audience and are accessible to the general readership of each journal;
- We seek manuscripts that are inspirational and provide ideas for enhancing science teaching and learning. We feature articles written by educators for educators. . If you are not a classroom teacher, consider partnering with one to field test your activity and capture authentic details;
- Examples of teacher and student interactions that demonstrate that your manuscript is an authentic, classroom-tested activity; these examples might include student work, quotes from students and teachers, evaluation data, or other "snapshots" of classroom experiences;
- Suggestions for managing the activity that include examples of what may have gone wrong, unexpected results, and unforeseen challenges
- All aspects of the learning experience from pre-assessment through summative assessment;
- Safety precautions. See the NSTA Safety in the Science Classroom, Laboratory, or Field Studies (www.nsta.org/docs/SafetyInTheScienceClassroomLabAndField.pdf) to assist you;
- Support for claims made in the manuscript, including research citations and personal anecdotal evidence.

We do not publish feature articles that

- Have been previously published in either print or digital format (websites, blogs, e-books, etc.);

- Focus on research without providing the practical details necessary for the application of your ideas;
- Contain material that is not original or do not provide a unique approach to a classic activity that provides teachers with a new teaching approach;
- Are strictly opinions, a personal rather than professional experience, travelogues, personal reflections, or diary-type submissions;
- Are term papers, dissertations, university writing assignments, unsupported lesson plans, lists of ideas, or materials reviews;
- Promote a commercial product such as materials, books, software, or professional services;
- Do not apply to the specific grade levels targeted by the journal you are submitting for (k-6, 5-8, 9–12).

What have you learned from being an Editor that makes you a better author?

I serve as an expert reviewer for the Journal of Science Teacher Education (JSTE) for ASTE (published by Springer), which is a scholarly research journal, have published in other journals such as the Journal of Science Education and Technology, and have a recent chapter appearing in a book by Harvard Press (2016) about Online Teacher Professional Development in the Digital Age. I have served on many expert review grant panels for NASA, NOAA, and NSF.

Across these opportunities, for myself, I've learned the secret of writing is re-writing, stepping away for a period of time, printing the document, and reading the manuscript afresh. I may generate 20 versions of a paper before it's ready for publication/submission (this includes numerous grant proposals).

I strive for clarity and coherence in the fewest number of words, seeking simplistic elegance as a driving force. I work to avoid education jargon that may limit understanding and date the work. Citing research is important, recent and multiple citations are good, but being parsimonious in where/how cited in pieces for practitioners is important for readability.

I garner feedback early on from trusted colleagues and peers about the idea, even sharing an outline or 1-page concept paper before I begin. I enjoy collaborating with other authors.

When possible, I'd recommend using an external editor for consistency of voice, grammar and copy editing. This is extremely valuable (red ink is your friend!). As an aside, NSTA is keen to discuss ideas with you, provide feedback and message the book topic idea, and if not submitting to NSTA, there are external shops like Words and Numbers, Phyllis Hillwig is the CEO there, that provides this service on an as needed basis.

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