

NARST 2019 Awards

**Professor María Pilar Jiménez Aleixandre, Depto. Didácticas Aplicadas,
Universidade de Santiago de Compostela**

Professor María Pilar Jiménez Aleixandre was selected to receive **the NARST 2019 Distinguished Contributions to Science Education through Research Award (DCRA)**. This honor recognizes María Pilar's professional accomplishments as the most significant among other researchers nominated for the DCRA this year.

Professor Jiménez Aleixandre has led science education in Europe, Latin America, and throughout the world. She has conducted extensive research in the areas of argumentation and epistemic practices. Her research has informed the field regarding what it means to engage students in productive talk, a topic of enormous interest to science educators.

Professor Jiménez Aleixandre has been a prominent figure in the large – and expanding – Iberian-Latin-American research community where she has assumed both leadership and mentoring roles. She has published in a wide range of journals, and in multiple languages, increasing her presence and influence in the field. In addition, she has contributed to a number of significant handbooks in the field.

Her editorial work is extensive, with service to multiple prominent journals. Furthermore, Professor Jiménez Aleixandre played a pivotal role in the establishment of the European Science Education Research Association (ESERA), which is now a thriving international research group with over 1800 members.

Dr. Mary M. Atwater, Professor, Department of Mathematics and Science Education, University of Georgia, Athens

Dr. Mary Atwater was selected to receive the **NARST 2019 Distinguished Contributions to Science Education through Research Award (DCRA)**. This honor recognizes Mary Atwater's professional accomplishments as the most significant among other researchers nominated for the DCRA this year.

Dr. Mary M. Atwater is a pioneer in multicultural science education. Through her enduring commitment to this critical issue, she has assisted the science education research community worldwide. She has provided the foundation upon which many scholars have built their research agendas and careers specific to equity and diversity.

Dr. Atwater has authored numerous groundbreaking research articles. She is the editor of the forthcoming *International Handbook of Research on Multicultural Science Education*. Prompted by her commitment to make scholarship accessible to users of research, Dr. Atwater has authored countless papers specifically for practitioners.

Dr. Atwater served as president of NARST and has provided service to the organization in almost every role conceivable within the organization. In these multiple roles, she has been a significant influence on large numbers of early- and mid-career scholars.

Dr. Anita S. Tseng, Facebook

Dr. Anita S. Tseng was selected to receive the **NARST 2019 Outstanding Doctoral Research Award** for her dissertation titled, "Fighting "Bad" Science in the Information Age: Misinformation and Improving Students' Critical Reading Skills."

This honor recognizes that Anita Tseng's dissertation was judged by her NARST colleagues on the Outstanding Doctoral Research Award Selection Subcommittee to have the greatest merit and significance in the field of Science Education from among all dissertations nominated for the award this year. Dr. Anita Tseng completed her dissertation at Stanford University, June 1, 2018, under the direction of Dr. Jonathan F. Osborne

This honor recognizes that Anita S. Tseng's dissertation was judged by her NARST colleagues on the Outstanding Doctoral Research Award Selection Subcommittee to have the greatest merit and significance in the field of Science Education from among all dissertations nominated for the award this year.

Dr. Eve Manz, Assistant Professor, Wheelock College of Education and Human Development, Boston University

Dr. Eve Manz was selected to receive **the NARST 2019 Early Career Research Award (ECRA)**. This honor recognizes Eve Manz's professional accomplishments as significant among other early career researchers nominated this year.

Manz's research focuses on the design and enactment of science learning environments that engage elementary school students in productive sense-making. She explores how teachers conceptualize and implement science practices, as well as how young learners meaningfully engage in those practices as they develop disciplinary knowledge. Dr. Manz advances the idea of implementing uncertainty in elementary students' empirical activities to support their engagement in science practices. In partnership with school leaders and teachers, she also studies the complexity of elementary teaching systems. Her work is grounded in sociocultural theories, science studies, and the learning sciences, resulting in novel theoretical frameworks and methods for tracing the emergence of science practices and associated discourse in classrooms.

As an early career scholar, Dr. Manz is making significant contributions. She publishes her findings in the highest quality science education, learning sciences, and education, more broadly, journals. She also has garnered significant funding to support her research, including a CAREER Award from the National Science Foundation.

Dr. Hosun Kang, Assistant Professor, School of Education, University of California, Irvine

Dr. Hosun Kang was selected to receive the **NARST 2019 Early Career Research Award (ECRA)**. This honor recognizes Hosun Kang's professional accomplishments as significant among other early career researchers nominated this year.

Dr. Kang's research addresses a central educational problem: persistent unequal opportunities in secondary science classrooms for youth of color and those from linguistically and socioeconomically marginalized communities, to learn. Three lines of her scholarship have direct implications for three aspects of science education: science learning, science teaching, and the preparation of future science teachers. She both studies *and* addresses this issue by working collaboratively in the design of citizen science learning experiences with key educational actors: teachers, teacher leaders, scientists and community-based organizations. Dr. Kang's research advances knowledge in the field by illuminating the processes by which preservice teachers learn to teach in situated ways within a complex learning ecosystem, and the impact of these approaches on early career teachers' learning trajectories beyond preparation.

As an early career scholar, Dr. Kang has made significant contributions, publishing 16 papers in quality science education and teacher education journals. Her potential for research excellence was identified early; she received the AERA Division K Outstanding Dissertation Award and was a finalist for the NARST Outstanding Dissertation award.