

Monday, April 13 8:30 PM – 10:00 AM      Plenary Session # 2  
Grand Ballroom CD South, EF

Title - *Science Teacher Education in an Era of Science Education Reform:  
A Global Perspective*

Presiders/Discussants: Norman Lederman and Judith Lederman  
Illinois Institute of Technology, USA and Editors of Journal of Science Teacher Education

Presenters: The first author representing each continent will contribute to the plenary session.

### Africa

Meshach Ogunniyi, University of the Western Cape, South Africa  
Marissa Rollnick, University of Witwatersrand, Johannesburg, South Africa

### Asia

Liu Enshan, Beijing Normal University, China  
Liu Chang, Beijing Normal University, China  
Jian Wang, Beijing Normal University, China

### Australia

David Treagust, Curtin University, Australia  
Jacinta Petersen, Notre Dame University, Australia  
Mihye Won, Curtin University, Australia  
Georgie Wynne, Catholic Education Office of Western Australia, Australia

### Europe

Justin Dillon, University of Bristol, United Kingdom  
Virginie Albe, Ecole Normale Supérieure de Cachan, France  
Maria Evagorou, University of Nicosia, Cyprus  
Jouni Viiri, University of Jyväskylä, Finland

### North America

Joanne Olson, Iowa State University, USA  
Todd Milford, University of Victoria, Canada  
Chris Ohana, Western Washington University, USA  
Christine Tippett, University of Ottawa, Canada

### South America

Hernan Cofre, Pontificia Universidad Catolica de Valparaiso, Chile  
Germán Ahumada, Pontificia Universidad Católica de Valparaíso, Valparaíso, Chile

Johanna Camacho, Universidad de Chile, Santiago, Chile  
Melina Furman, Universidad de San Andrés, Buenos Aires, Argentina  
Rómulo Gallego, Universidad Pedagógica Nacional de Bogotá, Colombia  
Corina González-Weil, Pontificia Universidad Católica de Valparaíso, Valparaíso, Chile  
& Centro de Investigación Avanzada en Educación, CIAE, Chile  
David Santibáñez, Universidad Católica Silva Henríquez, Santiago, Chile & Mathematics  
and Science Education Department, Illinois Institute of Technology, Chicago, USA  
Royman Pérez, Universidad Pedagógica Nacional de Bogotá, Colombia  
María E. Podesta, Universidad de San Andrés, Buenos Aires, Argentina  
Claudia Vergara, Universidad Alberto Hurtado, Santiago, Chile

#### Description:

There are currently global concerns about the quality of science education. The specific concerns driving our displeasure with the quality of science teaching and learning are economics, national security, and a general desire to promote scientific literacy among the citizenry. As a consequence, many nations have developed reforms (in the form of new standards) to our approaches to science teaching, curriculum, and assessment. These reforms have obvious implications for teacher education; in particular how an individual is “licensed” to be a classroom teacher of science.

This session brings together scholars from Asia, Australia, Europe, North America, South Africa, and South America to discuss how individuals are initially educated to become science teachers (i.e., preservice teacher education). These scholars will discuss the details of initial teacher preparation at the secondary and elementary levels in their continent. It is not assumed that all countries/states in these continents have the same approach to the preparation and licensing of teachers (just consider the diversity of countries across Asia, for example), nor is it assumed that a representative view of a total continent is possible. There is a limit to the number of people that we can involve. However, having authors from around the world will provide a more global perspective than most individuals in science teacher education possess. It is hoped that this discussion will elucidate the similarities, differences, and noted successes and challenges of science teacher education from a more global perspective. Our differences, similarities, successes, and challenges can serve to inform and enhance our efforts in our local contexts.

The presentations in this session will summarize articles published in a special issue of the *Journal of Science Teacher Education* titled, “Preservice Science Teacher Preparation: A Global Perspective.”