

AETS/ASTE AWARDS

Outstanding Science Educator of the Year (Award I)

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| 1973 | Gerald Krockover, <i>Purdue University</i> | 1999 | Patricia Simpson, <i>St. Cloud State University</i> |
| 1974 | | 2000 | Wolf-Michael Roth, <i>University of Victoria</i> |
| 1975 | Vincent Lunetta, <i>University of Iowa</i> | 2001 | John Settlage, <i>Cleveland State University</i> |
| 1976 | | 2002 | No Award Given |
| 1977 | | 2003 | (10+ yrs): Ronald Bonnstetter, <i>University of Nebraska</i> ;
(<10 yrs): Michael Clough, <i>Iowa State University</i> |
| 1978 | Harold Jaus, <i>University of Illinois-Chicago</i> | 2004 | No Award Given |
| 1979 | Roger W. Bybee, <i>BSCS</i> | 2005 | (10+ yrs); Larry Yore, <i>University of Victoria, Canada</i>
(<10 yrs): Joanne Olson, <i>Iowa State University</i> |
| 1980 | Anton Lawson, <i>Arizona State University</i> | 2006 | (10+ yrs); Penny J. Gilmer, <i>Florida State University</i>
(<10 yrs): John W. Tillotson, <i>Syracuse University</i> |
| 1983 | William R. Capie, <i>University of Georgia</i> | 2007 | (10+ yrs); James A. Shymansky, <i>University of Missouri-St. Louis</i>
(<10 yrs): G. Nathan Carnes, <i>University of South Carolina</i> |
| 1985 | James Dudley Herron, <i>Purdue University</i> | 2008 | (10+ yrs); Kathryn Scantlebury, <i>University of Delaware</i>
(<10 yrs): Kathy Cabe Trundle, <i>The Ohio State University</i> |
| 1986 | Charles R. Coble, <i>East Carolina University</i> | 2009 | (10+ yrs); Deborah Tippins, <i>University of Georgia</i>
(<10 yrs): Catherine Milne, <i>New York University</i> |
| 1987 | John Penick, <i>University of Iowa</i> | 2010 | (10+ yrs); Julie A. Luft, <i>Arizona State University</i>
(<10 yrs): Randy L. Bell, <i>University of Virginia</i> |
| 1988 | James Barufaldi, <i>University of Texas</i> | 2011 | (10+ yrs): Julie Gess-Newsome, <i>Northern Arizona University</i> |
| 1989 | Lawrence F. Lowery, <i>University of California</i> | | |
| 1990 | William C. Kyle, Jr., <i>Purdue University</i> | | |
| 1991 | Barry Fraser, <i>Curtin University of Technology, Australia</i> | | |
| 1993 | Cherl Mason, <i>San Diego State University</i> | | |
| 1994 | Patricia Simmons, <i>University of Georgia</i> | | |
| 1995 | J. Preston Prather, <i>University of Virginia</i> | | |
| 1996 | Sandra Abell, <i>Purdue University</i> | | |
| 1997 | Bonnie Shapiro, <i>University of Calgary</i> | | |
| 1998 | William F. McComas, <i>University of Southern California</i> | | |

Outstanding Mentor (Award II)

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| 1997 | John Penick, <i>University of Iowa</i> | 2006 | Tom Koballa, <i>University of Georgia</i> |
| 1998 | Hans Anderson, <i>Indiana University</i> | 2007 | Kenneth Tobin, <i>Graduate Center of the City University of New York</i> |
| 1999 | Norman Lederman, <i>Oregon State University</i> | 2008 | Dana Zeidler, <i>University of South Florida</i> |
| 2000 | Robert K. James, <i>Texas A & M University</i> | 2009 | Lloyd Barrow, <i>University of Missouri, Columbia</i> |
| 2001 | Robert E. Yager, <i>University of Iowa</i> | 2010 | Kathryn Scantlebury, <i>University of Delaware</i> |
| 2002 | Walter S. Smith, <i>Ball State University</i> | 2011 | Gerry Saunders, <i>Unity College</i> |
| 2003 | Larry Enochs, <i>Oregon State University</i> | | |
| 2004 | Catherine Yeotis, <i>Wichita State University</i> | | |
| 2005 | Sandra Abell, <i>University of Missouri-Columbia</i> | | |

Emeritus Awards (Award III)

N. Eldred Bingham	<i>University of Florida</i>	Donald W. McCurdy	<i>University of Nebraska-Lincoln</i>
Milton O. Pella	<i>University of Wisconsin</i>	Ralph Lefler	<i>Purdue University</i>
Pinchas Tamir	<i>Hebrew University</i>	Harold Tannenbaum	<i>Hunter College</i>
Clarence Boeck	<i>University of Minnesota</i>	Steven Winter	<i>Tufts University</i>
Fletcher Watson	<i>Harvard University</i>	William C. Ritz	<i>California State University, Long Beach</i>
Marvin Druger	<i>Syracuse University</i>	Edward Victor	<i>Northwestern University</i>
R. Will Burnett	<i>University of Illinois</i>	Stanley Helgeson	<i>Ohio State University</i>
Fred Fox	<i>Oregon State University</i>	Floyd E. Mattheis	<i>East Carolina University</i>
Nasrine Adibe	<i>Dowling College</i>	Kenneth J. Appleton	<i>Central Queensland University</i>
Gerald Craig	<i>Teachers College Colombia University</i>	William E. Baird	<i>Auburn University</i>
Herbert Smith	<i>Colorado State University</i>	Michael Cohen	<i>Indiana University-Purdue University</i>
Roger Olstad	<i>University of Washington</i>	Vincent Lunetta	<i>Pennsylvania State University</i>
Alfred De Vito	<i>Purdue University</i>	Gerald Craig	<i>Teachers College Colombia University</i>
Hans Anderson	<i>Indiana University</i>	Herbert Smith	<i>Colorado State University</i>
Paul Dehart Hurd	<i>Stanford University</i>	Roger Olstad	<i>University of Washington</i>
Robert W. Howe	<i>Ohio State University</i>		
Dorothy Gabel	<i>Indiana University</i>		
Addison Lee	<i>University of Texas</i>		
Willard Jacobson	<i>Teachers College Colombia University</i>		

Innovations in Teaching Science Teachers (Award IV)

- 1990 *A Reflective Approach to Science Methods Courses for Preservice Elementary Teachers*, Dorothy Rosenthal, California State University-Long Beach
- 1991 *Enhancing Science and Mathematics Teaching*, Kenneth Tobin, Nancy Davis, Kenneth Shaw, and Elizabeth Jakubowski, Florida State University
- 1992 *The Learning Cycle as a Model for the Design of Science Teacher Preservice and Inservice Education*, Peter Rubba, Pennsylvania State University
- 1993 *Reconstructing Science Teacher Education Within Communities of Learners*, Deborah Tippins, University of Georgia, Sharon Nichols, Florida State University, and Kenneth Tobin, Florida State University
- 1994 No Award Given
- 1995 *Science for Early Adolescence Teachers (Science FEAT): A Program for Research and Learning*, Samuel Spiegel, Angelo Collins, and Penny J. Gilmer, Florida State University
- 1996 *An Innovative Model for Collaboration Reform in Elementary School Science Teaching*, M. Gail Shroyer, Emmett Wright, and Linda Ramey-Gassert, Kansas State University
- 1997 *Reconceptualizing the Elementary Science Methods Course Using Reflective Orientation*, Sandra Abell and Lynn Bryan, Purdue University
- 1998 *What Science Education Standards Say: Implications for Teacher Education*, Penny Hammrich, Temple University
- 1999 No Award Given
- 2000 *Professional Development Programs for Elementary Science Teachers: An Analysis of Teacher Self-Efficacy Beliefs and The Professional Development Model*, Tracy J. Posnanski, University of Wisconsin-Milwaukee
- 2001 *Empowering Teachers as Researchers and Inquirers*, Anne M. (Amy) Cox-Petersen, California State University, Fullerton
- 2002 *Being There and Not Being "There:" The Experience of Teaching an Elementary Science Education Course on the Internet*, Janice Koch and Michael Barriere, Hofstra University
- 2003 *Using a Card-sorting Task to Elicit and Clarify Science Teaching Orientations*, Patricia Friedrichsen, University of Missouri-Columbia and Thomas Dana, Pennsylvania University
- 2004 *An Inquiry-based Laboratory Lesson to Construct an Understanding of Earth's Seasons*, Paul Ashcraft, Clarion University and Susan Courson, Clarion University
- 2005 No Award given
- 2006 No Award given
- 2007 *Using Historical Non-fiction and Literature Circles to Develop Elementary Teachers' Nature of Science Understanding*, Sharon E. Nichols, The University of Alabama & William Straits, California State University Long Beach
- 2008 *A Case Study of Fifth Grade Teachers' Changes in Methodology During a Two-Year Timeframe*, Anita Martin and Brian Hand, University of Iowa
- 2009 *Flexibly adaptive professional development in support of teaching science with geospatial technology*, Nancy M. Trautmann, Cornell University & James G. MaKinster Hobart & William Smith Colleges
- 2010 *Learning to Teach Science Through Collaboration: Coteaching and Cogenerative Dialogue in Elementary Science Methods Courses*, Christina Siry, University of Luxembourg, Nicole Lowell, Elizabeth Zawatski, Manhattanville College
- 2011 *Exploring Multiple Outcomes: Using Cogenerative Dialogues and Coteaching in a Middle School Science Classroom*, Nicole K. Grimes, The Graduate Center, The City University of New York *What about those left behind? A template for developing quality science lessons for English language learners*, Susan Gomez-Zwiep and William J. Straits, California State University, Long Beach

Implications of Research for Educational Practice (Award V)

- 1981 *Wait-time and Learning in Science*, Kevin Tobin, Western Australia Institute of Technology and William Capie, University of Georgia
- 1983 *The Disadvantaged Majority: Science Education for Women*, Jane Butler Kahle, Purdue University
- 1984 *Training Science Teachers to Use Better Teaching Strategies*, Russell H. Yeany and Michael J. Padilla, University of Georgia
- 1985 *Using Research to Improve Science Teaching Practice*, Kenneth Tobin, Western Australian Institute of Technology
- 1986 *Active Technology for Higher Cognitive Level Learning in Science*, Kenneth Tobin, William Capie, and Antonio Bettencourt, University of Georgia
- 1987 *Training Teachers to Teach Effectively in the Laboratory*, Pinchas Tamir, The Hebrew University
- 1988 *What Can Be Learned From Investigations of Exemplary Teaching Practice*, Kenneth Tobin, Florida State University
- 1989 *Visual/Spatial Thinking: An Essential Element of Elementary Science*, Alan J. McCormack, San Diego State University
- 1990 *Helping Students Learn How to Learn: A View from a Teacher-Researcher*, Joe Novak, Cornell University
- 1991 *An Expanded View of the Learning Cycle: New Ideas about an Effective Teaching Strategy*, Charles R. Barman, Indiana University
- 1992 *Teacher Development in Microcomputer Usage in K-12 Science*, James D. Ellis, BSCS
- 1993 *Understanding and Assessing Hands-On Science*, Lawrence Flick, Washington State University
- 1994 *Teaching Evolution: Designing Successful Instruction*, Lawrence Scharmann, Kansas State University
- 1995 *Using Visits to Interactive Science and Technology Centers, Museums, Aquaria and Zoos to Promote Learning in Science*, Leonie Rennie and Terrence McClafferty
- 1996 *General Biology: Creating a Positive Learning Environment for Elementary Education Majors*, Larry Scharmann and Ann Stanheim-Smith, Kansas State University
- 1997 *Empowering Science Teachers: A Model for Professional Development*, Ann Howe, University of North Carolina at Raleigh and Harriet Stubbs, North Carolina State University
- 1999 *A Dynamical Systems Based Model of Conceptual Change*, Andrew Hurford, Haskell Indian Nations University
- 2000 *Teachers and Technology: A Case Study From an Implementation Project*, Myra Halpin and Ann Howe, North Carolina School of Science and Mathematics, and North Carolina State University
- 2001 *Visual/Spatial Thinking: A Forgotten Fundamental for School Science Programs*, Alan J. McCormack and Cheryl L. Mason, San Diego State University
- 2002 *What Knowledge is of Most Worth for Lateral Entry Secondary Science Teachers?* William R. Veal, University of North Carolina at Chapel Hill
- 2003 *Teacher Student Con-Construction in Middle School Life Science*, Maria Nunez-Oviedo, University of Massachusetts-Amherst, Mary Ann Rea-Ramirez, Hampshire College, John Clement and Mary Jane Else, both of, University of Massachusetts-Amherst
- 2004 *'I Be Bangin'! Understanding How Urban African American Youth Can Sustain Agency Across Social Field*, Rowhea Elmesky, Washington University in St. Louis
- 2005 *Culturalized Science Instruction: Exploring Its Influence upon Black and White Students' Achievement*, Eileen Parsons, North Carolina State University
- 2006 No Award given
- 2007 *Narrative of Community: Visualizing Culturally Relevant Science Pedagogy Through the Identities of Black Middle School Teachers*, M. Jenice Goldston and Sharon E. Nichols, The University of Alabama
- 2008 Co-Winner: Paper 1 - *More Than a Conversation: Using Cogenerative Dialogues in the Professional Development of High School Chemistry Teachers*, Sonya N. Martin, Drexel University and Kathryn Scantlebury, University of Delaware
Co-Winner: Paper 2 - *Expanding the Ways in Which Urban Students Participate in Science Education: Rituals, Transactions, and Fundamental Interactions*, Christopher Emdin, Teachers College, Columbia University
- 2009 *Pathways to success in science: A phenomenological study examining the life experiences of African-American women in higher education*, Claudette L. Giscombe

- 2010 *Exploring Multiple Outcomes: Using Cogenerative Dialogues and Coteaching in a Middle School Science Classroom*, Nicole K. Grimes, The Graduate Center, The City University of New York
- 2011 *Synergistic Teaching of Science to English Language Learners: Comparative Analysis of the Strategies*, Daniel J. Bergman, Wichita State University