

Kenneth G. Tobin

Curriculum Vitae



1. Qualifications and Fellowships

Institution	Date	Major	Degree
University of Georgia	1978-1980	Science Education	Ed. D.
Western Australian Institute of Technology	1966-1970	Physics	B. App. Sc.
	1972-1974	Physics	Grad Dip Physics
	1975-1977	Physics	M. App. Sc.
	1972-1974	Educational Administration	Grad Dip Admin
Murdoch University	1976-1977	Educational Measurement	B.Ed.
Graylands Teachers College	1962-1963	Primary Education Teachers Certificate	T.C 4
Western Australian Education Department	1974	The Teachers Higher Certificate	
University of Pennsylvania	1997		Honorary Master of Arts

FAAAS (Fellow of American Association for the Advancement of Science), 1999– present.

FAERA (Fellow of the American Educational Research Association), 2009-present

2. Professional (after gaining the doctoral degree)

Year	Position	Rank
2003-present	Program in Urban Education	Presidential
	The Graduate Center, City University of New York	Professor
1997-2003	University of Pennsylvania	Professor
	Professor, Education 1997–2003	
	Honorary Adjunct Professor 2003-2008	
	Director, Teacher Education 1997-2000	
1998-2016	Honorary Adjunct Professor, Curtin University, Australia	
2009-2015	Honorary Adjunct Professor, Queensland University of Technology, Australia	
1987-1997	Florida State University	Professor
	Head, Department Curriculum, & Instruction, 1989-1991	
	Coordinator Science Education, 1987-1993, 1995	
	Director, Institute of Educational Advancement, 1995-1997	
1984-1986	Western Australian Institute of Technology	Senior Lecturer
1974-1983	Western Australian College of Advanced Education	Lecturer

2.1 Distinguished Appointments

1. Visiting Professor, University of Georgia, Athens, GA. August 1985 - September 1986.
2. Visiting Professor, Queensland University of Technology, Australia. July - August, 1993.
3. Visiting Fellow, National Taiwan Normal University, Taipei, Taiwan, November - December, 1993.
4. Visiting Professor, Curtin University of Technology, Perth, Western Australia. January - April, 1994.
5. Visiting Research Fellow, Queensland University of Technology, Brisbane, Queensland, Australia. May-June, 1995.
6. Visiting Scholar, CIRADE, Université du Québec à Montréal, Montreal, Canada. April-May, 1996.
7. Lansdowne Professor, University of Victoria, Victoria, Canada. February, 1999.
8. Visiting Scholar, National Institute of Education, Nanyang University, Singapore, May-June, 2004.
9. Visiting Professor, Departament de Didàctica de la Matemàtica i de les Ciències Experimentals, Universitat Autònoma de Barcelona, Spain, May-June, 2008.

10. Honorary Adjunct Professor, Curtin University of Technology, 1998-2016.
11. Honorary Adjunct Professor, Queensland University of Technology, 2009-2015.
12. Honorary Adjunct Professor, University of Kentucky, 2010 “Myrle E. and Verle D. Nietzel Visiting Distinguished Faculty.”
13. Visiting Professor, Departament de Didàctica de la Matemàtica i de les Ciències Experimentals, Universitat Autònoma de Barcelona, Spain, May-June, 2010.
14. Visiting Scholar, National Institute of Education, Nanyang University, Singapore, September, 2016.
15. Honorary Adjunct Professor, Murdoch University, 2016-2018.

2.2 Membership of Professional Organizations

I am a member of five professional associations involved in: educational research; science teaching; and science teacher education.

- American Mindfulness Research Association
- American Association for the Advancement of Science
- American Educational Research Association
- National Association for Research in Science Teaching
- The Association for Science Teacher Education

3. Refereed Publications (See Attachment 1)

Refereed publications are included in Attachment 1 for the 38-year period (1980–2017) since I completed my doctorate at the University of Georgia.

Publications are divided into three areas:

- *books/monographs (refereed)* either with major international publishers or for which a refereeing procedure at least as rigorous as journal article refereeing was used.
- *book chapters (refereed)* in books either with major international publishers or for which a refereeing procedure at least as rigorous as journal article refereeing was used
- *journal articles (refereed)*

4. Non-Refereed Publications and Presentations

Non-refereed publications and conference presentations are included in Attachment 2. This section was discontinued in 2011 because of its relative lack of importance compared to refereed publications – in a context of my career and its proximity to pending retirement (projected 2020).

Non-refereed publications are divided into four areas:

- *books/monographs/technical reports (non-refereed)* which have not undergone a refereeing procedure as rigorous as journal article refereeing
- *book chapters (non-refereed)* in books which have not undergone a refereeing procedure as rigorous as journal article refereeing
- *overseas conference papers* accepted after peer review of proposals

5. Citations

Using the software package Publish or Perish, which accesses the Google Scholar database, list 650 sources in a 41-year period extending from 1977 to 2017. The total (personal) citations are 17,380. Calculated statistics are h-index: 66.

Works cited in Google Scholar more than 100 times (August 02, 2017) are:

Books (6 >100 cites)

6748: Fraser, B. J., & Tobin, K. G. (1998). *International handbook of science education. (Collective citations)*

- 2,683:** Fraser, B. J., Tobin, K., & McRobbie (Eds). (2012). *Second international handbook of science education. (Collective citations)*
- 2,051:** Tobin, K. G. (1993). *The practice of constructivism in science education. (Collective citations)*
- 280:** Roth, W.-M., & Tobin, K. (2002). *At the elbow of another: Learning to teach by coteaching.*
- 276:** Tobin, K., Kahle, J.B., & Fraser, B.J. (Eds). (1990). *Windows into science classrooms: Problems associated with higher-level learning.* London: Falmer Press. *(Collective citations)*
- 160:** Tobin, K. & Roth, W.-M. (2006). *Teaching to learn: A view from the field.* Sense publishers.
- Papers and chapters (40 >100 cites)*
- 897:** Tobin, K., & Tippins, D. J., & Gallard, A. J. (1994). Research on instructional strategies for teaching science.
- 572:** Tobin, K., & Tippins, D. (1993). Constructivism as a referent for teaching and learning.
- 532:** Tobin, K. (1990). Research on science laboratory activities: In pursuit of better ... *School Science and Mathematics.*
- 435:** Tobin, K. (1987). The role of wait time in higher cognitive level learning. *Review of Educational Research.*
- 347:** Tobin, K. G., & Capie, W. (1981). The development and validation of a group test of logical thinking. *Educational and Psychological Measurement.*
- 319:** Tobin, K., & McRobbie, C. J. (1996). Cultural myths as constraints to the enacted science curriculum. *Science Education.*
- 293:** Tobin, K., & Gallagher, J. J. (1987). What happens in high school science classrooms? *Journal of Curriculum Studies.*
- 291:** Tobin, K. (1990). Changing metaphors and beliefs: A master switch for teaching? *Theory into Practice.*
- 267:** Fraser, B.J., & Tobin, K. (1998). Qualitative and quantitative landscapes of classroom learning
- 231:** Fraser, B.J., & Tobin, K. (1991). Combining qualitative and quantitative methods in classroom environment research. In B.J. Fraser, & H.J. Walberg (Eds). *Educational environments: Evaluation, antecedents and consequences.* London: Pergamon Press.
- 222:** Roth, W-M. Tobin, K., Elmesky, R., Carambo, C., McKnight, Y., & Beers, J. (2004). Re/making identities in the praxis of urban schooling: A cultural historical perspective. *Mind, Culture and Activity*, 11, 48-69.
- 221:** Lorsbach, A., & Tobin, K. (1992). Constructivism as a referent for science teaching. In Lawrenz, F. *Research matters ... to the science teacher.* Monograph number 5. Kansas State University: National Association for Research in Science Teaching.
- 201:** Tobin, K., & Fraser, B.J. (1990). What does it mean to be an exemplary science teacher? *Journal of Research in Science Teaching*, 27, 3-25.
- 181:** Tobin, K., & McRobbie, C. (1997). Beliefs about the nature of science and the enacted science curriculum. *Science and Education*, 6, 355-371.
- 179:** Tobin, K., Roth W-M., & Zimmermann, A. (2001). Learning to teach in urban schools. *Journal of Research in Science Teaching*, 38, 941-964.

- 166:** Tobin, K., & Espinet, M. (1989). Impediments to change: An application of peer coaching in high school science. *Journal of Research in Science Teaching*, 26, 105-120.
- 162:** Tobin, K., & Gallagher, J.J. (1987). The role of target students in the science classroom. *Journal of Research in Science Teaching*, 24(1), 61-75.
- 162:** Tobin, K., Briscoe, C., & Holman, J.R. (1990). Overcoming constraints to effective elementary science teaching. *Science Education*, 74(4), 409-420.
- 155:** Tobin, K., & LaMaster, S. (1995). Relationships between metaphors, beliefs and actions in a context of science curriculum change. *Journal of Research in Science Teaching* 32(3), 225-242.
- 155:** Tobin, K., & Dawson, G. (1992) Constraints to curriculum reform: Teachers and the myths of schooling. *Educational Technology Research and Development*, 40(1), 81-92.
- 154:** McRobbie, C.J., & Tobin, K. (1995). Restraints to reform: The congruence of teacher and student actions in a chemistry classroom. *Journal of Research in Science Teaching*, 32(4), 373-385.
- 148:** Chandran, S., Treagust, D.F., & Tobin, K. (1987). The role of cognitive factors in chemistry achievement. *Journal of Research in Science Teaching*, 24(2), 145-160.
- 138:** Gallagher, J. & Tobin, K. (1987). Teacher management and student engagement in high school science. *Science Education*, 71, 535-555.
- 132:** Tobin, K. (1986). Effects of teacher wait time on discourse characteristics in mathematics and language arts classes. *American Educational Research Journal*, 23(2), 191-200.
- 127:** Tobin, K., & Tippins, D. (1996). Metaphors as seeds for learning and the improvement of science teaching. *Science Education*, 80, 711-730.
- 126:** Roth, W.-M., & Tobin, K. (2002). Redesigning an "urban" teacher education program: An activity theory perspective. *Mind, Culture, & Activity*, 9 (2), 108-131.
- 123:** Tobin, K. (1980). The effect of an extended wait-time on science achievement. *Journal of Research in Science Teaching*, 17, 469-475.
- 122:** McRobbie, C., & Tobin, K. (1997). A social constructivist perspective on learning environments *International Journal of Science Education*, 19, 193-208.
- 121:** Tobin, K. (1990). Social constructivist perspectives on the reform of science education, *Australian Science Teachers Journal*, 36(4), 29-35.
- 113:** Tobin, K., Seiler, G., & Walls, E. (1999). Reproduction of social class in the teaching and learning of science in urban high schools. *Research in Science Education*, 29, 171-187.
- 113:** Kincheloe, J. L., & Tobin, K. (2009). The much exaggerated death of positivism. *Cultural Studies of Science Education*, 4, 513-528. DOI 10.1007/s11422-009-9178-5.
- 113:** Tobin, K., & Garnett, Pamela (1987). Gender related differences in classroom processes in science activities, *Science Education*, 71(1), 91-103.
- 112:** Roth, W.-M., & Tobin, K. (2004). Coteaching: From praxis to theory. *Teachers and Teaching: Theory and Practice*, 10(2), 161-180.
- 110:** Tobin, K. (1993). Referents for making sense of science teaching. *International Journal of Science Teaching*, 15(3), 241-254.

107: Fraser, B. J., Williamson, J. C., & Tobin, K. (1987). Use of classroom and school climate scales in evaluating alternative high schools. *Teaching and Teacher Education*, 3(3), 219-231.

105: Tobin, K. (1987). Forces which shape the implemented curriculum in high school science and mathematics. *Teaching and Teacher Education*, 4, 287-298.

101: Fraser, B.J., & Tobin, K. (1989). *Exemplary science and mathematics teachers*. What Research Says to the Science and Mathematics Teacher, Number 1. Perth, Australia: Key Centre for School Science and Mathematics, Curtin University.

101: Tobin, K., & Capie, W. (1982). Relationships between classroom process variables and middle school science achievement. *Journal of Educational Psychology*, 74, 441-454.

100: Tobin, K., & Roth, W-M. (2005). Implementing coteaching and cogenerative dialoguing in urban science education. *School Science and Mathematics*, 105, 313-322.

100: Tobin, K. (1998). Issues and trends in the teaching of science. In B.J. Fraser and K. Tobin (Eds). *International handbook of science education* (pp. 129-151). Dordrecht, The Netherlands: Kluwer.

6. Leadership Activities

My research-related leadership activities in science education are described below in eight categories.

6.1 National Association for Research in Science Teaching (NARST)

2007-2010	Co-Chair, Distinguished Contributions to Research Award
1995-96	Chair, Membership affairs
1994-95	Past President, National Association for Research in Science Teaching Chair, Elections Committee Chair, Policy Advisory Committee Chair, Exhibits Committee Chair, Committee for presenting research at meetings of other professional organizations
1993-94	President (Ex-officio member of all committees)
1993	Program Chair, Annual meeting of the National Association for Research in Science Teaching, Atlanta, GA.
1992-93	President-elect
1989- 92	Board member
1991-92	Co-Chair, Distinguished Contributions to Research Award
1989- 92	Chair, Publications Committee
1987-89	Member, JRST Awards Committee

6.2 American Association for the Advancement of Science (AAAS)

2000-03	Chair, Division Q (Education). American Association for the Advancement of Science
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6.3 American Educational Research Association (AERA)

1987-89	Chair, Special Interest Group on Classroom Learning Environments, American Educational Research Association.
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6.4 Association for the Education of Teachers of Science now Association for Science Teacher Education (ASTE)

1986-89	Chair, AETS Committee, International Science Teacher Education
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1985-89	Member, AETS Committee, International Science Teacher Education.
2007-2010	Member, Equity Committee
2007-2010	Member (ex-officio), Awards Committee

6.5 Handbooks of Science Education

I was co-editor of Kluwer Academic Publishers' 2-volume, 72-chapter, 1200-page *International Handbook of Science Education* (1998). Also, I edited a 66 chapter *Teaching and Learning Science: A Handbook*, which is published by Praeger. The soft cover version of this Handbook is now available from Rowman and Littlefield. With Barry Fraser and Campbell McRobbie I edited a second edition of the Handbook, published in 2012 by Springer. The download statistics are impressive: "Since its online publication on November 23, 2011, there has been a total of 453,000 chapter downloads for your eBook on SpringerLink." My individual chapter has been downloaded more than 5,000 times – within the top three downloads in the book (Fred Erickson's chapter on interpretive research is currently the leader with more than 6,000).

6.6 Founding Editor of Five Book Series

From 1991-93 I was founding Editor for a series of research publications in science and mathematics education: *Research in Science and Mathematics Education* published by AAAS Press. Three books were published in the series before AAAS decided to discontinue it. At that stage I negotiated with Kluwer and became founding editor of a similar series the *Science and Technology Education Library*, which focused on research in science education and was published by Kluwer Academic Press, from the Netherlands. During my tenure as Series Editor 14 books were published.

Presently, I am founding co-editor, with Joe Kincheloe, of **Bold Visions in Educational Research** – Rotterdam, The Netherlands: Sense Publishers. Carolyne Ali-Khan is presently series co-editor.

I was founding co-editor of **Cultural Perspectives of Science Education**, published by Sense Publishers. The co-founding co-editor was Wolff-Michael Roth. The series continues with new co-editors.

I was founding co-editor of a book series entitled **Cultural Studies of Science Education** -- a companion to a journal with the same name – which I also co-founded with Wolff-Michael Roth. The series continues with new co-editors.

6.7 Regional-Editor of Two Journals and Founding Co-Editor of another

- From 1997-2001 I was North American Editor for *Learning Environments Research: An International Journal* published three times per year by Kluwer Academic Publishers in the Netherlands.
- From 1987-1992 I was North American Editor for the *International Journal of Science Education*, published by Taylor, & Francis in the United Kingdom.
- In 2005, with Wolff-Michael Roth, I founded a new journal in science education *Cultural Studies of Science Education* published by Springer. The journal is a quarterly publication that publishes research in science education. I concluded my term as founding co-editor at the completion of Volume 9.

6.8 Official Membership of Editorial Boards

I have been appointed to 11 editorial review boards and currently serve on 1, in addition to CSSE for which I am co-editor-in-chief.

1993-2013	Editorial Review Board, Research in Science Education
1987-2010	Editorial Review Board, Research in Science, & Technological Education
2002-2010	International Journal of Science & Mathematics Education
2001-05	Journal of Teacher Education
2001-03	Educational Researcher
1995-01	Editorial Review Board, Journal of Science Teacher Education

1990-93	Editorial Review Board, American Education Research Journal
1988-92	North American Editor, International Journal of Science Education
1987-92	Editorial Review Board, Science Education (AETS) and manuscript reviewer.
1985-89	Editorial Review Board, Journal of Research in Science Teaching.
1985-87	Member of the Editorial Board, Monograph Series of the Learning Environment SIG for the American Educational Research Association.

In the spring of 2003 I was selected by editors of *Educational Researcher* as an exemplary reviewer who has “exhibited outstanding professional service by providing exemplary reviews for the seven journals that AERA publishes each year.”

7. Former Doctoral Students

Two of my former doctoral students are recipients of NARST early career awards and five have been recipients of best dissertation awards from national associations (AERA, NARST, AACTE, PDK International).

01. Carol Briscoe (Florida State University, spring 1991). *Cognitive frameworks and classroom practices: A case study of teacher learning and change*. Associate Professor, University of West Florida (retired).
02. Tony Lorsbach (Florida State University, fall 1991). *An examination of prospective teachers' beliefs about teaching, learning, and the nature of science*. Professor, Illinois State University.
03. Thomas Dana (Florida State University, spring 1992). *Achieving comprehensive curriculum reform: An analysis of the implementation of the comprehensive plan for improving mathematics, science and computer education in Florida*. Professor, University of Florida.
04. Peter Taylor (Curtin University, spring 1993) *An interpretive study of the role of teacher beliefs in the implementation of constructivist theory in a secondary school mathematics classroom*. Barry Fraser, co-major professor. Professor, Murdoch University, Australia.
05. Craig Bowen (Florida State University, spring 1993). *But I came here to learn: Students' interpretations of their experiences in a College class for non-science majors*. Associate Director, Office of Institutional Planning & Research, University of Florida. (deceased)
06. Dorian Barrow (Florida State University, spring 1993) *Restructuring college level physics for prospective elementary school teachers: A sociocultural analysis of the roles the instructor plays*. Lecturer, University of the West Indies at St. Augustine, Trinidad and Tobago.
07. Sheryl McGlamery (Florida State University, fall 1993). *Science and gender: Factors that impact the science learning and achievement of women*. Professor, University of Nebraska, Omaha, NE.
08. Gilberto Alfaro (Florida State University, summer 1993) *Chemistry teaching practices and the social construction of professionalism in Costa Rica*. Professor emeritus, Universidad Nacional, Heredia, Costa Rica.
09. Sabitra Brush (Florida State University, fall 1993) *A case study of learning chemistry in a college physical science course developed for prospective elementary teachers*. Associate Professor, Armstrong Atlantic State University, Savannah, GA.
10. Jean Olson (Florida State University, fall 1993). *Semantic construction of relationships in the curriculum of Algebra II and chemistry*. Retired Principal, Merriam Cherry Street Elementary School, Florida.
11. Hedy Moscovici (Florida State University, spring 1994) *An interpretive investigation of teaching and learning in a college course for prospective elementary teachers*. Professor, California State University-Dominguez Hills, Carson, CA (deceased).

12. Sharon Nichols (Florida State University, fall 1994). *Perspectives on teacher learning and science at an elementary professional practice school*. Associate Professor, University of Alabama, Tuscaloosa, AL.
13. Scott Robinson, (Florida State University, fall 1995). *A narrative inquiry into the understanding and learning of high school physics*. Associate Specialist, Institute for Teacher Education, University of Hawaii at Manoa.
14. Lilia Reyes-Herrera (Florida State University, fall 1996). *The science teacher in action: Relationships between context, beliefs, behaviors and goals in the classroom*. Professor emerita, Universidad Pedagógica Nacional, Santafé de Bogotá, Colombia
15. Sue Mattson (Florida State University, fall 1997). *When world views collide: A study of interdepartmental collaboration to develop a biology curriculum for prospective elementary teachers*. Biology educator, Florida.
16. Chris Muire (Florida State University, fall 1997). *Analyses of science education reform in Florida: Emerging from the eclipse or trapped in the darkness?* Florida Department of Education.
17. Susan Butler (Florida State University, fall 1997). *Problem-based learning in a secondary science classroom*. Department Chair, Social Sciences, Gulf Coast Community College.
18. Ted Boydston (Florida State University, spring 1999). *Interactions of policy-stakeholder groups implementing middle school science standards-based systemic reform*. (retired from the University of South Florida)
19. Judith McGonigal (Curtin University, summer 2000). *Reforming elementary science through the coparticipation of educators, parents, and students*. Elementary teacher, New Jersey (retired).
20. Gale Seiler (University of Pennsylvania, spring 2002). *A critical look at teaching, learning, and learning to teach science in an inner city, neighborhood high school*. Associate Professor, Iowa State University.
21. Melissa Sterba (University of Pennsylvania, summer 2003). *Respect, struggle and change: Examining the agency of African American female adolescents in city schools*. VP for Student Affairs, & Services, New York University. New York, NY.
22. Dale McCreedy (University of Pennsylvania, summer 2003). *Negotiating meaning and identity in science teaching and learning through participation in an informal science program for girls*. Program Director, Franklin Institute Science Museum. Philadelphia, PA.
23. Beth Wassell (University of Pennsylvania, spring 2004) *On becoming an urban teacher: Exploring agency through the journey of student to first year practitioner*. Professor, Rowan University, Glassboro, NJ.
24. Penny Gilmer (Curtin University, fall 2004). *Transforming tertiary level teaching of biochemistry through action research: Utilizing collaborative learning and technology*. The Nancy Marcus Professor Emerita of Chemistry and Biochemistry, Florida State University. Tallahassee, FL.
25. Sarah-Kate LaVan (University of Pennsylvania, summer 2004). *Cogenerating fluency in urban science classrooms*. Michigan Department of Education.
26. Sonya Martin (Curtin University, spring 2005) *The social and cultural dimensions of successful teaching and learning of science in an urban high school*. Associate Professor, Seoul National University, Republic of Korea.
27. Kimberly Lebak (University of Pennsylvania, spring 2005) *Connecting outdoor field experiences to classroom learning: A qualitative study of the participation of students and teachers in learning science*. Associate Professor, The Richard Stockton College of New Jersey, Pomona, NJ.
28. Stacy Olitsky (University of Pennsylvania, summer 2005). *What are the differences in teaching practices and student learning when science teachers teach subjects that are "within-field/out-of-field"?* Assistant Professor, Department of Teacher Education, St. Joseph's University, Philadelphia.

29. Linda Loman Flohr (Curtin University, fall 2005) *The impact of cogenerative dialogue on learning and teaching practices in and out of field in an 8th grade physical science classroom*. Physics Teacher, Glenwood Springs High School, CO.
30. Tricia Kress (CUNY, spring 2006). *Integrating technology into the urban high school English curriculum: Understanding the re/construction of teacher/computer-user identity via the structure/agency dialectic*. Associate Professor, University of Massachusetts, Boston.
31. Rupam Saran (CUNY, spring 2006). *Asian Indian students: Achievement, schooling, and positive stereotyping*. Associate Professor, Medgar Evers College, CUNY, NY.
32. Jennifer Adams (CUNY, fall 2006). *Using a museum to educate urban teachers to teach science*. Associate Professor, University of Calgary.
33. Ed Lehner (CUNY, spring 2007). *Cogenerative dialogues and coteaching as fields for transforming urban teaching and learning*. Assistant professor, Department of Education and Academic Literacy, Bronx Community College, NY.
34. Chris Emdin (CUNY, spring 2007). *Cogenerative dialogues in the science classroom as a seedbed for the emergence of a cosmopolitan school*. Associate Professor, Teachers College, New York, NY.
35. Gillian Bayne (CUNY, fall 2007). *Identity, culture and shared experiences: The power of cogenerative dialogues in urban science classrooms*. Associate Professor, Lehman College, CUNY, NY.
36. Wesley Pitts (CUNY, fall 2007). *Being, becoming, and belonging: Improving science fluency during laboratory activities in urban education*. Associate Professor, Lehman College, CUNY, NY.
37. Ashraf Shady (CUNY, summer 2008). *Immigration and cultural as factors mediating the teaching and learning of urban science*. Associate Professor, Queens College, CUNY, NY.
38. Chris Hale. (CUNY, summer 2008). *A critical ethnographic study of upper class parents' experiences parenting children with learning differences*. Associate Professor, College of Staten Island, CUNY, NY.
39. Eydie Wilson. (CUNY, fall 2008). *Alternatively certified teacher and technology: Agency | Structure dialectic – integration of technologically mediated instructions to improve literacy by creating comic books in a special education learning community*. New York City Department of Education, Special Education District, NY.
40. Chris Siry. (CUNY, spring 2009). *Creating an authentic approach to elementary science teacher education*. Professor, Faculté des Lettres, des Sciences Humaines, des Arts et des Sciences de l'Education, University of Luxembourg.
41. Jaime Martinez (CUNY, spring 2009). *A performatory approach to teaching, learning and technology*. Associate Professor of Instructional Technology, New York Institute of Technology, NY.
42. Preeti Gupta. (CUNY, summer 2009). *Theorizing teaching in museums: Examining professional teaching identity development among youth floor staff*. Director of Youth Learning and Research at American Museum of Natural History, NYC.
43. Femi Otulaja (CUNY, fall 2009). *Fostering science teacher education and induction through coteaching and cogenerative dialoguing*. Academic Staff Development Advisor (Physical Sciences), Witswatersrand University, South Africa.
44. Kate O'Hara. (CUNY, fall 2009). *Critical connections: Technology use that empowers*. Associate professor, New York Institute of Technology, NY.

45. Samuel Jackson (CUNY, spring 2010). *Constructing mathematical knowledge in urban schools: Using cogenerative dialogue, coteaching, and students' lived experience to transform the teaching and learning experiences of minority students*. Assistant Professor, Mathematics Education, St. Johns University, Brooklyn, NY.
46. Felicia Wharton (CUNY, spring 2010). *Cogenerative dialogues in the adult basic education mathematics classroom*. Brooklyn Educational Opportunity Center, NY.
47. Eileen Baker (CUNY, spring 2010). *Improving the teaching and learning of science in junior high school: Achieving parity through cogenerative dialogues*. Adjunct Queens College, NY.
48. Eric Fuchs (CUNY, fall 2010). *Math education and graduation rates from CUNY community colleges*. Associate Professor, Metropolitan College of New York, NY.
49. Carolyne Ali Khan (CUNY, spring 2011). *In these bones, the economy of the world: A multi-logical, multi-representational cultural study of urban youth strength*. Associate Professor, University of North Florida.
50. Nicole Grimes (CUNY, spring 2012). *Redefining the urban school experience: Science education as cultural enactment*. York Preparatory School, NY.
51. Gene Fellner (CUNY, spring 2012). *Don't quantify my students! A multilectical approach to pedagogy and the teaching of language arts*. Assistant professor, CUNY, College of Staten Island, NY.
52. Cristobal Carambo (Curtin University, fall 2012). *Inquiry and the development of scientific fluency in the urban high school*. Science teacher, School District of Philadelphia, PA.
53. Roland Lucas (CUNY, spring 2013). *Restructuring high school math learning spaces with interactive technology and transformative pedagogy*. High school mathematics teacher, Newark, NJ.
54. Olga Calderon (CUNY, fall 2013). *Transformative science education through action research and self-study practices*. Associate Professor, LaGuardia Community College, CUNY, NY.
55. Malgorzata Powietrzynska (CUNY, spring, 2014). *Intervening to enhance mindfulness in urban education contexts*. Brooklyn Educational Opportunity Center, NY.
56. Peter Waldman (CUNY, summer 2114). *Learning and identity (trans)formation in Alcoholics Anonymous*. Adjunct Assistant Professor, LaGuardia Community College, NY.
57. Pamela Proscia (CUNY, spring, 2014). *The transmission of cultural values through musical learning for children of Mexican communities in the New York metropolitan region*. Adjunct Assistant Professor, Hostos Community College/CUNY, NY.

Current Doctoral Students

09. Cristina Trowbridge (CUNY, fall 2017). Second examination.
08. Rey Llena (CUNY, fall, 2017). *The role of emotions in mediating the transformative potential of cogenerative dialogue in urban science classrooms*. Philippines.
07. Manny Lopez (CUNY, spring, 2018). *Educational purpose in an urban Community College*. Bronx Community College.
06. Ferzileta Gjika (CUNY, spring 2018). *Mindfulness: a powerful framework for improving science teaching and learning*. Teacher, New York City.
05. Karim Gangji (CUNY, spring 2018). *Creating resources for prospective elementary teachers to enhance their mindfulness*. Graduate Center of CUNY, NY.

04. Ivonne Barreras (CUNY, spring 2018). *Being First: A phenomenological analysis of one Latina's road to being first*. Founder and Executive Director, The Place for Learning, NJ.

03. Rafael Rosado (CUNY, fall 2117). *Coteaching in an urban college classroom*. Graduate Center of CUNY, NY.

02. Mitch Bleier (CUNY, spring 2017). *A study of science learning in an extra-institutional setting: Murray's cheese*. Graduate Center of CUNY, NY.

01. Carol Woodburn-McDonald (CUNY, defended fall, 2016). *Using cogenerative dialogue to achieve equity in the urban mathematics classroom*. Atlanta.

8. Research Grants

Collaborative grants from Australia

1. 2008-2010. Co-principal investigator. *Emotional transitions: Exploring professional transitions of science teachers*. (PI: Steve Ritchie). Australian Research Council Discovery Grant. DP0984394: \$250,000.
2. 2011-2014. Co-principal investigator. *Emotional learning in socioscientific issues for enhancement of scientific literacy*. (PI: Steve Ritchie). Australian Research Council Linkage Grant. LP110200368: \$200,000.
3. 2012-2014. Co-principal investigator. *Eventful learning in quality pre-service science teacher education*. (PI: Ritchie with Tobin, Bellocchi, & King). Australian Research Council Discovery Grant. DP120100369: \$185,000.00.
4. 2014-2017. Co-principal investigator (CIs: Simone Volet & Stephen Ritchie, Deborah Pino-Pasternak with PIs Marja Vauras, & Kenneth Tobin). *Advancing future primary teachers' engagement in science inquiry learning*. Australian Research Council Discovery Grant. DP150101142: \$358,052.

Grants Obtained While at The Graduate Center of CUNY (2003-2010)

1. 2004-2010. *Use of research to improve the quality of science education in urban high schools* (DUE-0427570). Funded amount, \$304,963. National Science Foundation.
2. 2004-2005. *The MSP in NYC*. Kenneth Tobin was Director of the Evaluation. (ESI-0412413, PI, Pamela Mills). Evaluation funded at approx \$150,000 for the year in which I was involved. National Science Foundation. Note that I completed my role as an evaluator on December 2005 and began a longitudinal research program that explores the uses of cogenerative dialogue in New York City Public schools. The funding (direct costs) was approximately \$100,000 for the 2006 calendar year.

Grants Obtained While at The University of Pennsylvania (1997-2003)

1. 1998-99. *Voices from the inside: A study of secondary teacher education*. Small research grant from the Spencer Foundation (\$34,795).
2. 1999-2004. *Teacher enhancement in chemistry: Creation of a master in chemical education program for secondary school teachers in Delaware, Maryland, New Jersey and Pennsylvania*. ESI-9911825; Co-PI \$618,727 (five year grant Co-PI with Hai-Lung Dai) National Science Foundation.
3. 1999-2002. *GK-12 Access Science: Tomorrow's scientists assisting in-service and pre-service teachers and their students*. (\$ 1,497,902, DUE-9979635 senior faculty associate with Dennis DeTurck as PI) National Science Foundation.
4. 2000-2001. *Learning to teach science in urban settings through coteaching*. Small research grant from the Spencer Foundation (\$35,000).
5. 2001-2005. *Teaching and learning of science in urban high schools*. REC-0107022; PI (\$1,161,356). National Science Foundation.

Grants Obtained at Florida State University (1988-1997)

- | | | | |
|---|-----|-----------------|----------|
| 1. History and Philosophy of Science and the Teaching of Science. | NSF | 2/15/89-1/31/91 | \$88,699 |
|---|-----|-----------------|----------|

2. Improving Science and Science Education Courses for Prospective Teachers.	NSF	8/7/91-7/31/94	\$782,483
3. Using Mentor Teachers to Enhance Science and Mathematics Teaching.	FL DOE	6/22/88-8/13/88	\$41,000
4. Implementing a Mentor Teacher Program.	FL DOE	7/1/88-12/31/89	\$35,100
5. Enhancing Elementary Science and Mathematics Learning: Teachers as researchers and mentors.	FL DOE	1/3/89-10/02/89	\$60,000
6. Enhancing Elementary and Middle School Learning in Science and Mathematics.	FL DOE	6/30/89-6/30/90	\$12,000
7. Enhancing Elementary and Middle School Learning in Science and Mathematics.	FL DOE	7/1/89-12/31/90	\$67,500
8. Implementing Florida's Comprehensive Plan for Mathematics, Science and Computer Education.	FL DOE	7/1/91-12/31/91	\$65,149
9. Review of Important Literature in Mathematics in Mathematics and Science Education: A proposal to prepare three Hot Topics.	FL DOE	2/12/91-6/30/91	\$15,000
10. An Evaluation Plan for the Implementation of Florida's Comprehensive Plan for Mathematics, Science, and Computer Education.	FL DOE	3/28/91-10/31/91	\$55,920
11. An Ongoing Evaluation of the Implementation of the Comprehensive Plan for Improving Mathematics, Science and Computer Education.	FL DOE	1/15/92-12/31/92	\$26,250
12. An ongoing Evaluation of the Implementation of the Comprehensive Plan for Improving Mathematics, Science and Computer Education.	FL DOE	8/17/92-6/30/94	\$120,349
13. Enhancing Science, & Mathematics Teaching, & Learning Through Collaboration Among Post-Secondary Institutions.	FL DOE	9/27/93-4/30/95	\$79,972
14. An investigation of What's Happening in Florida's Schools with Respect to Teaching and Learning Science and Mathematics.	FL DOE	9/3/93-12/31/94	\$19,479
15. Higher Education Consortium for Science and Mathematics.	FL DOE	6/30/93-7/1/94	\$75,000
16. A Higher Education Consortium for Science and Mathematics.	FL DOE	2/1/94-5/1/95	\$91,980
17. Enhancing Science, & Mathematics Teaching, & Learning Through Collaboration Among Post-Secondary Institutions.	FL DOE	4/1/95-12/31/95	\$284,131
18. An Evaluation of a summer Program in Elementary Science and Mathematics for Mentor Teachers.	FL DOE	6/20/88-11/15/88	\$10,000
19. A Proposal to Investigate the Validity and Feasibility of Utilizing Concept Maps, Practical Tasks, and other Novel Assessment Tools.	UF	11/23/88-4/30/89	\$12,000
20. Ethical conflict in teaching and learning: The dilemmas of practice	Humanities Center, Pilot Program Grants	1/1/93-12/31/93	\$1,027
21. Distance learning project.	FSU Council for Instruction	1/1/96-6/30/96	\$23,000
22. Advanced degrees in science and mathematics education for elementary and middle school teachers.	DCPS	5/96- 7/98	\$426,000
23. Bridging the Gap: Equity in Systemic Reform (REC-9602137 Co-PI with Jane Butler Kahle)	NSF	9/96 - 9/98	\$1,170,156

9. Awards for Scholarship and Academic Accomplishment

- (1). Outstanding paper award, 1980. Awarded by the National Association for Research in Science Teaching, New York, 1981. Title: *Using science achievement to validate student teacher competencies*.
- (2). Outstanding paper award, 1980. Awarded by the American Association for the Education of Teachers of Science, New York, 1981. The award was for a synthesis of research findings with implications for teaching and learning science. Title: *Wait-time and learning in science*.
- (3). Practical application of research for the classroom teacher. Awarded by the National Association for Research in Science Teaching, New Orleans, 1984. Title: *Discourse patterns associated with the use of extended wait time in whole class settings*.
- (4). Outstanding paper award, 1985. Awarded by the American Association for the Education of Teachers of Science, Cincinnati, 1985. The award was for a synthesis of research findings with implications for teaching and learning science. Title: *Using research to improve science teaching*.
- (5). Fulbright Award: Senior Scholar category, 1985. The scholarship was awarded for a research and teaching program at the University of Georgia during 1985/1986.
- (6). Outstanding paper award, 1986. Awarded by the American Association for the Education of Teachers of Science, San Francisco, 1985. The award was for a synthesis of research findings with implications for teaching and learning science. Title: Tobin, K.G., Capie, W., & Bettencourt, A. *Active teaching for higher cognitive learning in science*.
- (7). Practical application of research for the classroom teacher. Awarded by the National Association for Research in Science Teaching, San Francisco, 1986. Title: Chandran, S., Treagust, D.F., & Tobin, K.G. *The role of cognitive factors in chemistry achievement*.
- (8). Award of merit for a paper published in Science Education in 1987/88. The paper was co-authored with Patrick Garnett. Title: *Exemplary practice in science classrooms*.
- (9). The JRST Award for the outstanding paper published in the Journal of research in Science Teaching in 1987/88. Title: Tobin, K., & Gallagher, J.J. (1987). The role of target students in the science classroom. *Journal of Research in Science Teaching*, 24(1), 61-75.
- (10). The Patron's Award for the Outstanding paper presented at the 1987 meeting of the National Association for Research in Science Teaching. The paper was presented at the annual meeting of NARST at Lake of the Ozarks, MO, April 1988. Title: Tobin, K., & Fraser, B. J. (April, 1987). *What does it mean to be an exemplary teacher?*
- (11). 1988 AERA Award for relating research to practice (Interpretive scholarship). The award was presented in New Orleans for the paper: Title: Tobin, K.G. (1987). The role of wait time in higher cognitive level learning. *Review of Educational Research*, 57(1), 69-95.
- (12). Outstanding paper award, 1988. Awarded by the American Association for the Education of Teachers of Science, St Louis, 1988. The award was for a synthesis of research findings with implications for teaching and learning science. Title: Tobin, K., & Fraser, B.J. *What can be learned from studies of exemplary practice?*
- (13). Cattell Early Career Award, 1989. Awarded by the American Educational Research Association, San Francisco, 1989.
- (14). Best paper award, 1989. Awarded by the Special Interest Group on the Study of Classroom Learning Environments, American Educational Research Association, San Francisco. Title: *Psychosocial environment of exemplary teachers' classrooms*.

- (15). Outstanding Position Paper award 1991, Awarded by the South-Eastern Association for the Education of Teachers of Science, Stone Mountain, GA. Title: *Learning how to teach science*.
- (16). Outstanding paper describing an exemplary science teacher education program, 1991. Awarded by the Association for the Education of Teachers of Science. Title: *Enhancing science and mathematics teaching*.
- (17). Outstanding paper describing an exemplary science teacher education program, 1993. Awarded by the Association for the Education of Teachers of Science. Title: *Reconstructing science teacher education within communities of learners*.
- (18). Outstanding position paper award, 1995. Awarded by the Southeastern Association for the Education of Teachers of Science. [With Nancy Davis]. Title: *Learning to teach science equitably*.
- (19). John W. Shrum Award for excellence in the education of science teachers, 1995. Awarded by the Southeastern Association for the Education of Teachers of Science.
- (20). Research in Education, 1995. Awarded by the Florida State University chapter of Phi Delta Kappa.
- (21). David P. Butts Award for contributions to Science Education. January, 2000. Presented by the University of Georgia for outstanding accomplishments of alumni.
- (22). Choice award in the category of *Outstanding Academic Titles for 2002* (Roth, W-M., & Tobin, K. (2002). *At the elbows of another: Learning to teach through coteaching*. New York, NY: Peter Lang Publishing.
- (23). Selected by editors of *Educational Researcher* as an exemplary reviewer who has “exhibited outstanding professional service by providing exemplary reviews for the seven journals that AERA publishes each year.”
- (24). The 1987 article published with Jim Gallagher, The role of target students in the science classroom. *Journal of Research in Science Teaching*, 24, 61–76, was selected as 1 of the 13 most influential articles published in the *Journal of Research in Science Teaching*. Re-published 2003 in a special edition of JRST, edited by William Holliday.
- (25). Appointed to the Graduate Center of the City University of New York as Presidential Professor of Urban Education in September of 2003.
- (26). Recipient of 2004 AETS Award I: *Outstanding Science Teacher Educator of the Year (10+ years)*. Award was made at the annual meeting in Nashville, TN in January 2004.
- (27). Recipient on June 1, 2004 of the National Science Foundation Director’s award for Distinguished Teaching Scholars.
- (28). Recipient of 2007 ASTE Award II: *Outstanding Mentor Award* presented at the annual meeting in Clearwater, FL, January 2007.
- (29). Recipient of the 2007 *Distinguished Contributions to Science Education through Research Award*, National Association for Research in Science Teaching. Presented at the annual meeting in New Orleans, April 18th, 2007.
- (30). *Improving Urban Science Education: New Roles for Teachers, Students, and Researchers* Edited by Kenneth Tobin, Rowhea Elmesky, and Gale Seiler Series: Reverberations: Contemporary Curriculum and Pedagogy (Rowman and Littlefield 2005). This book received the CHOICE Award for Outstanding Academic Title 2005: "Selected for their excellence in scholarship and presentation, the significance of their contribution to the field, and their value as important--often the first treatment of their subject." Choice Magazine, January 2007.
- (31). Recipient of the 2008 *Mentoring Award* as an exemplary scholar and mentor, Division G: Social Contexts in Education Research, American Educational Research Association. Presented at the annual meeting in New York City.

(32). Fellow of the American Educational Research Association, April 2009.

ATTACHMENT 1

Refereed Publications

2017

Published Papers: 00

Books: 04

Chapters: 04

BOOKS

05. Ritchie, S. M. & Tobin, K. (Eds.) (2017). *Eventful learning*: (pp. xx–yy). Rotterdam, The Netherlands: Sense Publishers.

04. Powietrzynska, M. & Tobin, K. (Eds.) (2017). *Weaving complementary knowledge systems and mindfulness to educate a literate citizenry for sustainable and healthy lives*. Rotterdam, The Netherlands: Sense Publishing.

03. Bryan, L. & Tobin K. (Eds.) (2017, in progress). *Critical issues and bold visions for science education: The road ahead*. Rotterdam, The Netherlands: Sense Publishing.

02. Bryan, L. & Tobin K. (Eds.) (2017). *13 Questions: Reframing education's conversation: Science*. NY: Peter Lang.

01. Alexakos, K. & Tobin, K. (Eds.) (2017, forthcoming). *Methodologies for multilevel research in teacher education*. Rotterdam, The Netherlands: Sense Publishing.

CHAPTERS

05. Tobin, K. (2017). Event-oriented inquiry and methodological bricolage. In S. M. Ritchie & K. Tobin (Eds.), *Eventful learning*: (pp. xx–yy). Rotterdam, The Netherlands: Sense Publishers.

04. Tobin, K. (2017). Authentic inquiry as a constituent of methodological bricolage. In C., Siry, C., Schreiber, R., Gomez Fernandez, & B. Reuter (Eds.), *Critical methodologies for researching teaching and learning* (pp. xx–yy). Rotterdam, The Netherlands: Sense Publishers.

03. Tobin, K. & Ansari, N. (2017). Complementary perspectives on the enigma of Diabetes mellitus. In M. Powietrzynska, & K. Tobin (Eds.) *Weaving complementary knowledge systems and mindfulness to educate a literate citizenry for sustainable and healthy lives* (pp. xx-xy). Rotterdam, The Netherlands: Sense Publishing.

02. Tobin, K. (2017). Researching mindfulness and wellness. In M. Powietrzynska, & K. Tobin (Eds.) *Weaving complementary knowledge systems and mindfulness to educate a literate citizenry for sustainable and healthy lives* (pp. 1-19). Rotterdam, The Netherlands: Sense Publishing.

01. Tobin, K., Alexakos, K., Malyukova, A., & Gangji, A.-K. H. (2017). Jin Shin Jyutsu and ameliorating emotion, enhancing mindfulness, and sustaining productive learning environments. In A. Bellocchi, K. Otrell--Cass, & C. Quigley (Eds.) *Beyond cognition in science education* (pp. 221-247). Springer: NL, Dordrecht. DOI 10. 1007/978-319-43353-0_12.

2016

Published Papers: 04

Books: 01

Chapters: 01

PAPERS PUBLISHED IN REFEREED JOURNALS

04. Tobin, K., King, D., Henderson, S., Bellocchi, A., & Ritchie, S. M. (2016). Expression of emotions and

physiological changes during teaching. *Cultural Studies of Science Education*, 11, 669-692. DOI: 10.1007/s11422-016-9778-9

03. Ritchie, S. M., Hudson, P., Bellocchi, A., Henderson, S., King, D., & Tobin, K. (2016): Evolution of self-reporting methods for identifying discrete emotions in science classrooms. *Cultural Studies of Science Education*, 11, 577-593. 10.1007/s11422-014-9607-y

02. Tobin, K. (2016). Connecting science education to a world in crisis. *Asia-Pacific Science Education*, 1, DOI 10.1186/s41029-015-0003-z.

01. Tobin, K. (2016). Collaborating on global priorities: Science education for everyone – any time and everywhere. *Cultural Studies of Science Education*, 11(1), 27-40. DOI: 10.1007/s11422-015-9708-2

BOOKS

01. Powietrzynska, M. & Tobin, K. (Eds). (2016). *Mindfulness and educating citizens for everyday life*. Rotterdam, The Netherlands: Sense Publishing.

CHAPTERS

01. Tobin, K. (2016). Mindfulness as a way of life: Maintaining wellness through healthy living. In M. Powietrzynska & K. Tobin, (Eds). *Mindfulness and educating citizens for everyday life* (pp. 1-24). Rotterdam, The Netherlands: Sense Publishing.

Refereed Publications

2015

Published Papers: 03

Books: 02

Chapters: 05

PAPERS PUBLISHED IN REFEREED JOURNALS

03. Tobin, K., Alexakos, K., & Powietrzynska, M. (2015). Mindfulness and wellness: Central components of a science of learning. *Innovación Educativa*, 15(67), 61-87.

02. Ritchie, S. M., Hudson, P., Bellocchi, A., Henderson, S., King, D., & Tobin, K. (2015, OnlineFirst). Evolution of self-reporting methods for identifying discrete emotions in science classrooms. *Cultural Studies of Science Education*. DOI: 10.1007/s11422-014-9607-y

01. Powietrzynska, M., Tobin, K. & Alexakos, K. (2015). Facing the grand challenges through heuristics and mindfulness. *Cultural Studies of Science Education*, 10, 65-81. DOI: 10.1007/s11422-014-9588-x

BOOKS

02. Milne, C., Tobin, K., & deGennaro D. (Eds). (2015). *Sociocultural studies and implications for science education*. Dordrecht, The Netherlands: Springer.

01. Tobin, K. & Steinberg, S. R. (Eds). (2015). *Doing educational research: A handbook* (Second edition). Rotterdam, NL: Sense Publishing.

CHAPTERS

05. Powietrzynska, M. & Tobin, K. (2015). Mindfulness and science education. In R. Gunstone (Ed.). *Encyclopedia of science education* (pp. 642-647). Dordrecht: Springer. DOI: 10.1007/978-94-007-6165-0_264-2

04. Tobin, K. (2015). Teacher research. In R. Gunstone (Ed.). *Encyclopedia of science education* (pp. 1039-1042). Dordrecht: Springer. DOI: 10.1007/978-94-007-2150-0_266

03. Tobin, K. (2015). The sociocultural turn: Beyond theoretical imperialism and the imperative of learning from difference. In C. Milne, K. Tobin, & D. deGennaro (Eds). *Sociocultural studies and implications for science education* (pp. 3-31). Dordrecht, The Netherlands: Springer. DOI: 10.1007/978-94-007-4240-6_1

02. Tobin, K. (2015). Cogenerative dialogue and urban classrooms. In W. G. Scarlett (Ed.), *The SAGE encyclopedia of classroom management* (pp. 159-161). Thousand Oaks, CA: Sage.

01. Tobin, K. (2015). Science education in times of challenge | opportunity. In M. Mueller and D. J. Tippins (Eds). *Ecojustice, citizen science and youth activism* (pp. 297-310). Dordrecht: Springer. DOI 10.1007/978-3-319-11608-2_18.

2014

Published Papers: 01

Books: 01

Chapters: 06

PAPERS PUBLISHED IN REFEREED JOURNALS

01. Bellocchi, A., Ritchie, S. M., Tobin, K., King, D., Sandhu, M., & Henderson, S. (2014). Emotional climate and high quality learning experiences in science teacher education. *Journal of Research in Science Teaching*, 51, 1301-1325. doi: 10.1002/tea.21170

BOOKS

01. Tobin, K., & Shady, A. A. (Eds). (2014). *Transforming urban education: Collaborating to produce success in science, mathematics and technology education*. Rotterdam, NL: Sense Publishing.

CHAPTERS

06. Tobin, K. (2014). Using collaborative inquiry to better understand teaching and learning. In J. L., Bencze, & S. Alsop, (Ed.). *Activist science & technology education* (pp. 127-147). Dordrecht: Springer. DOI 10.1007/978-94-007-4360-1_8.

05. Tobin, K. (2014). Transforming science education by expanding teacher and student collaboration. In A.-L. Tan, , C.-L. Poon & S. L. Lim (Eds). *Inquiry into the Singapore science classroom: Research and practices* (pp. 47-66). Dordrecht: Springer. DOI 10.1007/978-981-4585-78-1_3.

04. Tobin K. (2014). Twenty questions about cogenerative dialogues. In K. Tobin, & A. A. Shady (Eds). *Transforming urban education: Collaborating to produce success in science, mathematics and technology education* (pp. 181-190) Rotterdam, NL: Sense Publishing.

03. Tobin K. (2014). Twenty questions about coteaching. In K. Tobin, & A. A. Shady (Eds). *Transforming urban education: Collaborating to produce success in science, mathematics and technology education* (pp. 191-203). Rotterdam, NL: Sense Publishing.

02. Tobin K., & Llana R. (2014). Emotions as mediators of science education in an urban high school. In K. Tobin, & A. A. Shady (Eds). *Transforming urban education: Collaborating to produce success in science, mathematics and technology education* (pp. 201-218). Rotterdam, NL: Sense Publishing.

01. Tobin, K. (2014). Improving theories and practices through collaborative self-studies of urban science teaching and learning. In M. Dias, C. J. Eick, & L. Brantley-Dias (eds). *Science teacher educators as K-12 teachers: Practicing what we teach*. ASTE Series in Science Education, 1, DOI 10.10007/978-94-007-6763-8_15 (pp. 213-228).

2013

Published Papers: 04

Chapters: 03

PAPERS PUBLISHED IN REFEREED JOURNALS

04. Tobin, K. (2013). A sociocultural approach to science education. *magis, International Journal of Research in Education*, 5(12), 19-35.

03. Bellocchi, A., Ritchie, S. M., Tobin, K., Sandhu, M., & Sandhu, S. (2013). Exploring emotional climate in preservice science teacher education. *Cultural Studies of Science Education*, 8, 529-552. DOI 10.1007/s11422-013-9526-3

02. Tobin, K., Ritchie, S. R., Hudson, P., Oakley, J., & Mergard, V. (2013). Relationships between emotional climate and the fluency of classroom interactions. *Learning Environments Research*, 16, 71-89. DOI: 10.1007/s10984-013-9125-y

01. Ritchie, S. M., Tobin, K., Sandhu, M., Sandhu, S., Henderson, S., & Roth W.-M. (2013). Emotional arousal of beginning physics teachers during extended experimental investigations. *Journal of Research in Science Teaching*, 50, 137-161. DOI 10.1002/tea.21060

CHAPTERS

03. Tobin, K. (2013). Using participatory inquiry to cogenerate success in science education (Mandarin). In C.-T. Hsiung (Zhao-Di Xiong) *Educating science teachers: Connecting partnerships to excellence* (pp. 229-254). Chunghua, Taiwan: National Chunghua University of Education.

02. Tobin, K. (2013). Producing and maintaining emotional climates to support success in science (Mandarin). In C.-T. Hsiung (Zhao-Di Xiong) *Educating science teachers: Connecting partnerships to excellence* (pp. 209-226). Chunghua, Taiwan: National Chunghua University of Education.

01. Tobin, K. (2013). Science education in and for turbulent times. In M. P. Mueller, D. J. Tippins, & A. J. Stewart (Eds.) *Assessing Schools for Generation R (Responsibility): A Guide to Legislation and School Policy in Science Education* (pp. 293-305). Dordrecht: Springer. Contemporary trends and issues in science education, 41, DOI 10.1007/978-94-007-2748-9_21

2012

Book: 01

Chapters: 04

BOOK

01. Fraser, B. J., Tobin, K. G., & McRobbie, C. J. (Eds). (2012). *Second international handbook of science education*. Dordrecht: Springer.

CHAPTERS

04. Tobin, K. (2012). Sociocultural perspectives on science education. In B. J. Fraser, K. Tobin, & C. J. McRobbie, (Eds). *The international handbook of research in science education* (second edition) (pp. 3-17). Dordrecht: Springer.

03. Tobin, K. (2012). Afterword: We can enact change. In B. Down & J. Smyth (Eds). *Critical voices in teacher education: Teaching for social justice in conservative times* (pp. 273-284). Dordrecht, The Netherlands: Springer.

02. Tobin, K. (2012). Interpretive approaches to multi-level, multi-method, multi-theoretic research. In S. R. Steinberg & G. S. Cannella (Eds). *Critical qualitative research reader* (pp. 116-128). NY: Peter Lang.

01. Tobin, K., & Llena, R. (2012). Colliding identities, emotional roller coasters, and contradictions of urban science education. In M. Varelas (Ed.), *Identity construction and science education research: Learning, teaching, and being in multiple contexts* (pp. 141-156). Dordrecht, The Netherlands: SensePublishers.

2011

Books: 01

Published Papers: 04

Chapters: 01

BOOKS

01. Hayes, K., Steinberg, S. R., & Tobin, K (Eds). (2011). *Key works in critical pedagogy: Joe L. Kincheloe*. Rotterdam, NL: Sense Publishing.

PAPERS PUBLISHED IN REFEREED JOURNALS

04. Tobin, K., & Ritchie, S. M. (2011). Multi-method, multi-theoretical, multi-level research in the learning sciences.

The Asia-Pacific Education Researcher, 20(3), 117-129.

03. Tobin, K., Rennie, L., Venville, G., Chu H.-E., Fensham, P., Gallagher, J., Duit, R., Graeber, W., van den Berg, E., Hand, B., Ritchie, S., Dillon, J. (2011). David F. Treagust: congenial soul, science educator, and international research leader. *Cultural Studies of Science Education*, 6, 783-793. DOI: 10.1007/s11422-011-9352-4

02. Ritchie, S. M., Tobin, K., Hudson, P., Roth, W.-M., Oakley, J., & Mergard, V. (2011). Reproducing successful rituals in bad times: Exploring emotional interactions of a new science teacher. *Science Education*, 95, 746-765. DOI 10.1002/sce.20440

01. Tobin, K. (2011). Global reproduction and transformation of science education. *Cultural Studies of Science Education*, 6, 127-142. DOI: 10.1007/s11422-010-9293-3.

CHAPTERS

01. Tobin, K. (2011). Learning from a good mate: an introduction. In K. Hayes, & K. Tobin, (Eds). *Key works in critical pedagogy: Joe L. Kincheloe*. Rotterdam, NL: Sense Publishing.

2010

Published Papers: 05

Chapters: 02

EDITORIALS

02. Tobin, K. (2010). Publishing in an era of excess. *Cultural Studies of Science Education*, 5, 525-531. DOI 10.1007/s11422-010-9291-5

01. Tobin, K. (2010). Issues of our time: science, religion, and literacy. *Cultural Studies of Science Education*, 5, 1-4. DOI 10.1007/s11422-010-9254-x

PAPERS PUBLISHED IN REFEREED JOURNALS

03. Roth, W.-M., & Tobin, K. (2010). Solidarity and conflict: Prosody as a transactional resource in intra- and intercultural communication involving power differences. *Cultural Studies of Science Education*, 5, 807-847. DOI 10.1007/s11422-009-9203-8.

02. Tobin, K. (2010). La colaboración para transformar y reproducir la didáctica de las ciencias. *Enseñanza de las*

Ciencias, 28, 301-313.

01. Tobin, K. (2010). Making the most of difference. *Cultural Studies <=> Critical Methodologies*, 10, 406-408.

CHAPTERS

02. Tobin, K., & Llena, R. (2010). Producing and maintaining culturally adaptive teaching and learning of science in urban schools. In C. Murphy & K. Scantlebury, (eds). *Coteaching in international contexts: Research and practice* (pp. 79-104). Dordrecht: Springer Science+Business Media B.V. DOI 10.1007/978-90-481-3707-7_5.

01. Tobin, K. (2010). Tuning in to others' voices: Beyond the hegemony of mono-logical narratives. In W-M. Roth, (Ed). *Re/structuring science education: ReUniting sociological and psychological perspectives* (pp. 13-29). Dordrecht: Springer.

2009

Books: 01

Published Papers: 04

Chapters: 04

BOOKS

01. Roth, W-M., & Tobin, K. (Eds.) (2009). *World of science education: North America*. Rotterdam, NL: Sense Publishing.

EDITORIALS

03. Tobin, K. (2009). Difference as a resource for learning and enhancing science education. *Cultural Studies of Science Education*, 4, 755-760. DOI 10.1007/s11422-009-9241-2

02. Tobin, K. (2009). Tuning into others' voices: radical listening, learning from difference, and escaping oppression. *Cultural Studies of Science Education*, 4, 505-511. DOI: 10.1007/s11422-009-9181-x.

01. Tobin, K. (2009). Acknowledging and building on the work of others. *Cultural Studies of Science Education*, 4, 255-258. DOI: 10.1007/s11422-009-9181-x.

PAPERS PUBLISHED IN REFEREED JOURNALS

01. Kincheloe, J. L., & Tobin, K. (2009). The much exaggerated death of positivism. *Cultural Studies of Science Education*, 4, 513-528. DOI 10.1007/s11422-009-9178-5.

CHAPTERS

04. Tobin, K. (2009). Research priorities for transforming urban science education. In W-M. Roth, & K.Tobin, (Eds). *World of science education: North America* (pp. 439-459). Rotterdam, NL: Sense Publishing.

03. Tobin, K., & Roth, W.-M. (2009). Qualitative methods in science education. In W-M. Roth, & K.Tobin, (Eds). *World of science education: North America* (pp. 61-82). Rotterdam, NL: Sense Publishing.

02. Roth, W.-M., & Tobin, K. (2009). Introduction. In W-M. Roth, & K.Tobin, (Eds). *World of science education: North America* (pp. 1-5). Rotterdam, NL: Sense Publishing.

01. Tobin, K. (2009). Repetition, difference and rising up with research in education. In K. Ercikan, & W.-M. Roth, (Ed.) *Generalizing from educational research¹* (pp. 149-172). New York: Routledge.

¹ AERA Division D, award for Significant Contribution to Educational Measurement and Research Methodology

2008

Books: 02

Editorials: 03

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04. Tobin, K., & Capie, W. (1983). The influence of wait time on classroom learning. *European Journal of Science Education*, 5(1), 35-48.
03. Tobin, K. (1983). Pupil outcomes from a process oriented science program. *Australian Science Teachers Journal*, 29(2), 33-37.
02. Tobin, K., & Lacy, T. (1983). School policy on primary science. *Australian Science Teachers Journal*, 29(2), 71-73.
01. Tobin, K. (1983). They came running: Teaching computing to primary school students. *Education*, 32(2), 26-28.

CHAPTER

01. Tobin, K. (1983). Expanded abstract and analysis prepared for *Investigations in Science Education*, 1983, 9(2), 15-17. Reviewed article Moore, K.D., and Piper, M.K. Factors underlying student teachers' attitudes toward science

in a preservice elementary program. In Piper, M., and Moore, K. (eds.) *Attitudes toward science: Investigations*. Columbus, OH: SMEAC Information Reference Center, Ohio State University, 1977.

1982

Refereed Journals: 8

REFEREED JOURNALS

08. Tobin, K., & Capie, W. (1982). Relationships between classroom process variables and middle school science achievement. *Journal of Educational Psychology*, 74, 441-454.
07. Tobin, K., & Capie, W. (1982). Development and validation of a group test of integrated processes. *Journal of Research in Science Teaching*, 19, 133-142.
06. Tobin, K., & Capie, W. (1982). Relationships between formal reasoning ability, locus of control, academic engagement and integrated process skill achievement. *Journal of Research in Science Teaching*, 19, 113-122.
05. Tobin, K., & Capie, W. (March, 1982). Lessons with an emphasis on process skills. *Science and Children*, 26-28.
04. Tobin, K. (1982). Patterns of reasoning: Probability. *Research in Science Education*, 12, 42-49.
03. Tobin, K. (1982). A four phase model for activity oriented science: K-10. *Australian Science Teachers Journal*, 28(3), 63-71.
02. Tobin, K. (1982). Questioning in science. *Australian Science Teachers Journal*, 28(2), 45-50.
01. Tobin, K. (1982). Improving process skill teaching. *Australian Science Teachers Journal*, 28(1), 49-56.

1981

Refereed Journals: 3

REFEREED JOURNALS

03. Tobin, K., & Capie, W. (1981, September). Using wait time in science classes. *Science Scope*.
02. Capie, W., & Tobin, K. (1981). Pupil engagement in learning tasks: A fertile area for research in science teaching. *Journal of Research in Science Teaching*, 18, 409-417.
01. Tobin, K., & Capie, W. (1981). Development and validation of a group test of logical thinking. *Educational and Psychological Measurement*, 41(2), 413-424.

1980

Refereed Journals: 3

REFEREED JOURNALS

03. Tobin, K. (1980). The effect of an extended wait-time on science achievement. *Journal of Research in Science Teaching*, 17, 469-475.
02. Tobin, K., & Capie, W. (1980). Teaching process skills in the middle school. *School Science and Mathematics*, 80, 590-600.
01. Tobin, K. (1980). Science activities in energy. *Science and Children*, Feb., p.46.

ATTACHMENT 2

Keynote and other significant presentations in the following countries: USA, Canada, Australia, New Zealand, Israel, South Africa, Singapore, Taiwan, Japan, Thailand, Malaysia, Viet Nam, Nepal, Mexico, Costa Rica, Brazil, Belize, Trinidad, Puerto Rico, Spain, Turkey, Northern Ireland, Luxembourg, Denmark.

Non-Refereed Publications and Presentations

Since 2011 I have discontinued the practice of listing presented papers, including keynote addresses.

2011

Papers International/National: 15

15. Oakley, J. L., Ritchie, S. M., & Tobin, K. (2011, June). *Using cogenerative dialogue to transform teaching practices and emotional climate in a beginning science teacher's classroom*. Paper presented at the annual meeting of the Australasian Science Education Research Association, Adelaide, Australia.
14. Tobin, K., Ritchie, S. M., & Henderson S. (2011, July). *Emotions and mindfulness in science education*. Paper presented at the annual meeting of the Australasian Science Education Research Association, Adelaide, Australia.
13. Tobin, K. (2011, June). *Collaborative practices to support critical changes in science education*. Keynote address at the Institute of Physics, University of Sao Paulo, Brazil.
12. Tobin, K. (2011, June). *Changing practices to support a new global science education*. Keynote address at the Brazilian Physics Meeting, Foz do Iguaçu, Brazil.
11. Tobin, K. (2011, June). *The inertia of science education in the wake of global challenges*. Keynote address at the Federal Center of Technological Education, Petrópolis, Brazil.
10. Tobin, K. (2011, June). *Learning to teach using coteaching and cogenerative dialogue*. Keynote address at the Federal Center of Technological Education, Petrópolis, Brazil.
09. Tobin, K. (2011, May). *It is time to change science education*. Keynote address at international conference on Science Learning and Educational Neuroscience, National Kaohsiung Normal University, Republic of China.
08. Tobin, K. (2011, May). *Empirical insights into the science of teaching and learning: Emotions, classroom practices, and physiological responses to changes in activity*. Keynote address at international conference on Science Learning and Educational Neuroscience, National Kaohsiung Normal University, Republic of China.
07. Tobin, K. (2011, May). *Sociocultural theory as a foundation for multilevel research and science education*. Keynote address at National Taiwan Normal University.
06. Siry, C., Fellner, G., & Tobin, K. (2011, April). *Who's to say what's essential?: Co-constructing logics of inquiry with participants*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
05. Ritchie, S. M., Tobin, K., Hudson, P., & Roth, W.-M. (2011, April). *The reproduction of emotionally valenced interaction rituals in a new teacher's classroom*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
04. Tobin, K., Ritchie, S. M., Hudson, P., Oakley, J. L., & Mergard, V. (2011, April). *Relationships between emotional climate and the fluency of classroom interactions*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

03. Tobin, K. (2011, April). *Collaborating to transform urban science education: Theory and methods*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Orlando, FL.

02. Tobin, K. (2011, April). *Theoretical and empirical analyses of social capital and networking in science education: From global to local*. Symposium presentation at the annual meeting of the National Association for Research in Science Teaching, Orlando, FL.

01. Tobin, K., Ritchie, S. M., & Mergard, V. (2011, January). *Maintaining positive emotional climates: An imperative for success in science education*. Paper presented at the annual meeting of the Association for Science Teacher Education, Minneapolis, MN.

2010

Papers International/National: 05

05. Tobin, K., Ritchie, S. M., Hudson, P., & Mergard, V. (2010, July). *Emotional climate, laughter and the quality of enacted science education*. Paper presented at the annual meeting of the Australian Science Education Research Association, Port Stephens, NSW.

04. Ritchie, S. M., Tobin, K., Hudson, P., Roth, W.-M., Oakley, J., & Mergard, V. (2010, July). *Reproducing successful rituals in bad times: Exploring emotional interactions of a new science teacher*. Paper presented at the annual meeting of the Australian Science Education Research Association, Port Stephens, NSW.

03. Tobin, K., & Llena, R. (2010, April). *Prosody, entrainment, solidarity and emotional climate as mediators of science identity and participation in an urban high school*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

02. Tobin, K., & Llena, R. (2010, March). *Creating and maintaining emotional climates to afford success in science education*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Philadelphia, PA.

01. Tobin, K., & Llena, R. (2010, January). *The role of low culture in producing solidarity to support success in science*. Paper presented at the annual meeting of the Association for Science Teacher Education, Sacramento, CA.

2009

Papers International/National: 11

11. Tobin, K. (2009, October). *Science education for the future: Learning from the past*. Keynote address at the 1st annual meeting of the East Asian Science Education Research Association, Taipei.

10. Tobin, K. (2009, September). *Sociocultural perspectives on science and science education*. Keynote address at 8th International Congress on Science Teaching and Learning, Barcelona.

09. Tobin, K., & Llena, R. (2009, September). *Social difference as a resource for producing success in science in culturally diverse fields*. Paper presented at the annual meeting of the European Science Education Research Association, Istanbul.

08. Tobin, K. (2009, September). *Priorities in science education for today and tomorrow: International perspectives on critical issues*. Panelist at the annual meeting of the European Science Education Research Association, Istanbul.

07. Tobin, K. (2009, July). *Teachers collaborating with urban youth to produce higher levels of participation and attainment in high school science and social life in out-of-school settings*. Keynote address at the 58th CONASTA, Launceston, Australia.
06. Tobin, K., & Llana, R. (2009, July). *Improving the quality of teaching and learning science in urban high schools by transforming and reproducing culture produced in cogenerative dialogue*. Paper presented at the annual meeting of the Australian Science Education Research Association, Geelong.
05. Tobin, K., & Llana, R. (2009, April). *Using cogenerative dialogues to improve high school science and to expand the potential of youths, social lives*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Garden Grove, CA.
04. Tobin, K. (2009, April). *Finding connections between psychological and sociological perspectives in conceptual change*. Invited symposium participant at the annual meeting of the National Association for Research in Science Teaching, Garden Grove, CA.
03. Llana, R., & Tobin, K. (2009, April). *Improving science achievement using cogenerative dialogue and coteaching*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Garden Grove, CA.
02. Tobin, K.G., & Llana, R. (2009, April). *Producing and maintaining culturally adaptive teaching and learning of science and mathematics*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
01. Tobin, K., & Llana, R. (2009, January). *The role of low culture in producing solidarity to support success in science*. Paper presented at the annual meeting of the Association for Science Teacher Education, Hartford, CT.

2008

Papers International/National: 09

PAPERS PRESENTED AT NATIONAL/ INTERNATIONAL MEETINGS

09. Tobin, K. (2008, July). *Fostering science learning in diverse urban settings*. Keynote address presented at the Physics Education Research Conference, Edmonton, Canada.
08. Tobin, K. (2008, July). *Using social and cultural lenses to transform science education*. Paper presented at the annual meeting of the Australasian Science Education Research Association, Brisbane, Australia.
07. Tobin, K. (2008, July). *Science literacy for all (with a strong concern for difference)*. Invited plenary presentation at the annual meeting of the Australasian Science Education Research Association, Brisbane, Australia.
06. Tobin, K. (2008, April). *How far we have come after two decades of progress: A Re-visitation to the Challenge of "Science For All Americans."* Invited presentation at the annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.
05. Tobin, K. (2008, April). *Synchronizing face-to-face encounters to produce success in urban science*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.
04. Tobin, K. (2008, March). *Becoming a culturally adaptive teacher*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.

03. Tobin, K. (2008, March). *Stocks of knowledge at hand: Dialectics, resonance, structures and praxis*. Paper presented at the Springer Invitational Forum, New York, NY.

02. Tobin, K. (2008, January). *Lost in the crevasse : Perspectives on the relationship between theory and practice in science education*. Paper presented at the annual meeting of the Association of Science Teacher Education, St Louis, MO.

01. Tobin, K. (2008, January). *Using cogenerative dialogues to expand the social lives of urban youth*. Paper presented at the annual meeting of the Association of Science Teacher Education, St Louis, MO.

2007

Papers International/National: 11

KEYNOTE ADDRESS (OTHER)

01. Tobin, K. (2007, October). *Learning to teach in diverse and dynamic classrooms*. Distinguished Lecture Series, Manhattanville College, Purchase, NY.

PAPERS PRESENTED AT NATIONAL/ INTERNATIONAL MEETINGS

10. Tobin, K. (2007, November). *Collaborating with students to produce success in science*. Invited keynote address at the International Conference on Science Education, RECSAM, Malaysia.

09. Tobin, K. (2007, July). *Producing solidarity and high science achievement in diverse social contexts*. Paper presented at the annual meeting of the Australasian Science Education Research Association, Perth, Australia.

08. Tobin, K. (2007, June). *Using participatory inquiry to cogenerate success in science education*. Keynote address at the International conference on Preparing quality science teachers for elementary and secondary schools – Perspectives of partnership in mentoring, Taipei City.

07. Tobin, K. (2007, June). *Producing and maintaining emotional climates to support success in science*. Keynote address at the International conference on Preparing quality science teachers for elementary and secondary schools – Perspectives of partnership in mentoring, Taipei City.

06. Tobin, K. (2007, April). *Cogenerating success in urban science: Is this a glimpse of a bright future for science education?* Invited plenary address presented at the annual meeting of the National Association for Research in Science Teaching, New Orleans, LA.

05. Tobin, K. (2007, April). *Beyond strong assertions and research that misses all targets: Publishing, reviewing and keeping the gate open*. Invited symposium presented at the annual meeting of the National Association for Research in Science Teaching, New Orleans, LA.

04. Tobin, K. (2007, April). *Learning to teach urban youth: Post-Bourdieuian perspectives on the salience of praxis, success, and positive emotions*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

03. Tobin, K. (2007, April). *Hybridizing diverse cultures to produce creolised sciences*. Paper presented at the Springer Invitational Forum, Chicago, IL.

02. Tobin, K. (2007, January). *Expanding the transformative potential of cogenerative dialogue*. Paper presented at the annual meeting of the Association of Science Teacher Education, Clearwater, FL.

01. Tobin, K. (2007, January). *Structuring success in science labs*. Paper presented at the annual meeting of the Association of Science Teacher Education, Clearwater, FL.

2006

Papers International/National: 10

PAPERS PRESENTED AT NATIONAL/ INTERNATIONAL MEETINGS

10. Tobin, K., & Roth, W-M. (2006, July). *Building generalizable theory from local data*. Invited workshop, Junior Researcher/Early Career Consortium at the 7th International Conference of the Learning Sciences, Bloomington, IN.
09. Tobin, K. (2006, April) *Collaborative models to afford learning and learning to teach*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
08. Tobin, K. (2006, April). *Creating communities of practice in urban science education*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Francisco, CA.
07. Tobin, K. (2006, April). *Enacting coteaching in the professional development of urban high school teachers and college professors*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Francisco, CA.
06. Tobin, K. (2006, February). *Pushing the boundaries of theory and research methodology in ethnographies of learning to teach*. Paper presented at the 27th Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.
05. Tobin, K. (2006, February). *New teachers and resident teachers collaborating in coteaching and research on enacted science curricula*. Paper presented at the International Conference on Science Teachers' Professional Development ~ Perspectives of Supervision and Mentoring, Taipei, Taiwan.
04. Tobin, K. (2006, February). *Uses of cogenerative dialogue to create socially and culturally adaptive classrooms and distributed responsibility for teaching and learning*. Paper presented at the International Conference on Science Teachers' Professional Development ~ Perspectives of Supervision and Mentoring, Taipei, Taiwan.
03. Tobin, K. (2006, January). *Coteaching and cogenerative dialogues: dynamic pathways for innovative research and teaching strategies in science teacher education*. Workshop presented at the annual meeting of the Association of Science Teacher Education, Portland, OR.
02. Tobin, K. (2006, January). *Cogenerating improvements in the quality of urban science education*. Paper presented at the annual meeting of the Association of Science Teacher Education, Portland, OR.
01. Tobin, K. (2006, January). *Structuring success in science labs*. Paper presented at the annual Hawaii International Conference on Education, Honolulu, HI.

2005

Papers International/National: 08

Papers City Meetings: 02

PAPERS PRESENTED AT NATIONAL/ INTERNATIONAL MEETINGS

08. Tobin, K. (2005, September). *Using science education to expand the agency of urban youth*. Keynote address at the second annual symposium on *Optimizing Science Achievement for All Students*, University of Maryland Institute for Minority Achievement and Urban Education .
07. Tobin, K. (2005, June). *Learning to teach and learn in diverse and dynamic classrooms*. Keynote address at first international conference on Redesigning Pedagogy: Research, Policy, Practice, Singapore.

06. Tobin, K. (2005 April). *Exchanging the baton? Exploring the co in coteaching*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

05. Elmesky, R., Seiler, G., & Tobin, K. (2005, April). *There no stoppin us now: Student researchers, sociocultural theory and building understandings of structure and agency in urban science classrooms*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Dallas, TX.

04. Tobin, K. (2005, April). *Urban school and university partnerships: The challenges, successes, advantages, and their future*. Symposium presented at the annual meeting of the National Association for Research in Science Teaching, Dallas, TX.

03. Tobin, K. (2005, April). *Improving science education through the uses of digital tools, coteaching, and cogenerative dialogues*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Dallas, TX.

02. Tobin, K. (2005, April). *Culturally adaptive teaching and learning of science in urban high schools*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Dallas, TX.

01. Tobin, K. (2005, January). *Emotional energy as a barometer for culturally adaptive teaching and learning of science*. Paper presented at the annual meeting of the Association for Science Teacher Education, Colorado Springs, CO.

PAPERS PRESENTED AT NEW YORK CITY MEETINGS

02. Tobin, K. (2005, November). *Improving urban science education for adolescent females*. Paper presented at a conference for Fostering Women's Success in Science, Queens College, New York City.

01. Tobin, K. (2005, November). *Aligning the cultures of teaching and learning science in urban high schools*. Keynote address to Physics for All, a conference for New York City physics teachers, Stuyvesant High School, New York, NY.

2004

Papers International/National: 07

PAPERS PRESENTED AT NATIONAL/ INTERNATIONAL MEETINGS

07. Tobin, K., & Carambo, C. (2004, April). *Expanding the transformative potential of science education for inner city youth*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

06. Tobin, K. (2004, April). *Building on the capital of urban youth to create science fluency and communities of learners*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Vancouver, Canada.

05. Tobin, K. (2004, April). *Learning to teach and learning to learn through participation in coteaching and cogenerative dialogues*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Vancouver, Canada.

04. Tobin, K. (2004, February). *Synchronizing the structure of science education in urban schools with the dispositions of teachers and learners*. Paper presented at the 25th Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.

03. Elmesky, R., & Tobin, K. (2004, January). *"A brand new line of researchers": Student researchers using sociocultural theory to understand urban science classrooms*. Paper presented at the annual meeting of the Association for the Education of Teachers of Science, Nashville, TN.

02. Tobin, K. (2004, January). *Theoretical and empirical frameworks for coteaching and cogenerative dialogues*. Paper presented at the annual meeting of the Association for the Education of Teachers of Science, Nashville, TN.

01. Tobin, K. (2004, January). *Earning the right to teach science in urban high schools*. Paper presented at the annual meeting of the Association for the Education of Teachers of Science, Nashville, TN.

2003

Papers International/National: 09

PAPERS PRESENTED AT NATIONAL/ INTERNATIONAL MEETINGS

09. Scantlebury, K., Tobin, K. & Milne, C. (September, 2003). *Target students: Catalysts or inhibitors to the teaching and learning of chemistry in a masters of chemistry education program*. Paper presented at 226th ACS National Meeting New York, NY.

08. Scantlebury, K., & Tobin, K. (April, 2003). *Target Students: Catalysts or inhibitors to the teaching and learning of chemistry in a masters of chemistry education program*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

07. Scantlebury, K., & Tobin, K. (2003, April). *Just another day: The impact of urban African-American girls' lifeworlds on their struggles and survival in high school science*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

06. Tobin, K. (2003, March). *The agency-structure dialectic in urban high school science classrooms*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Philadelphia, PA.

05. Tobin, K., Carambo, C., Tracy, C., Abraham, A., & Elmesky, R. (2003, March). *Theoretical and empirical perspectives for improved science education in urban high schools*. Symposium presentation at the annual meeting of the National Association for Research in Science Teaching, Philadelphia, PA.

04. Tobin, K. (2003, February). *Seeing and using science in everyday life*. Paper presented at the urban ethnography conference, Philadelphia, PA.

03. Tobin, K., & Roth, W-M. (2003, January). *Implementing coteaching/cogenerative dialoguing in an urban science teacher preparation program*. Paper presented at the annual meeting of the Association for the Education of Teachers of Science, St. Louis, MO.

02. Tobin, K. (2003, January). *Forging new pathways to scientific literacy*. Paper presented at the annual meeting of the Association for the Education of Teachers of Science, St. Louis, MO.

01. Milne, C., Otieno, T. Scantlebury, K., & Tobin, K. (2003, January). *Developing a chemistry education course for practicing teachers*. Symposium presentation at the annual meeting of the Association for the Education of Teachers of Science, St. Louis, MO.

2002

Papers International/National: 11

PAPERS PRESENTED AT NATIONAL/ INTERNATIONAL MEETINGS

11. Tobin, K. (2002, April). *Urban science education: Issues, answers and measures*. Paper presented at the annual meeting of the National Association for Research in Science Teaching.

10. Tobin, K. (2002, April). *Dilemmas of science teaching: Perspectives on problems of practice*. Paper presented at the annual meeting of the National Association for Research in Science Teaching.

09. Tobin, K. (2002, April). *Equity and urban school science: Possibilities and challenges*. Paper presented at the annual meeting of the National Association for Research in Science Teaching.

08. Tobin, K. (2002, April). *The laboratory in science education: Foundations for the 21st century*. Paper presented at the annual meeting of the National Association for Research in Science Teaching.

07. Tobin, K., & Roth, W-M. (2002, April). *Macro and micro methods in research on the teaching and learning of science*. Paper presented at the annual meeting of the National Association for Research in Science Teaching.

06. Tobin, K. (2002, April). *Students as researchers: Agency and the breaching of inequities in urban science education*. Paper presented at the annual meeting of the National Association for Research in Science Teaching.

05. Tobin, K., & Carambo, C. (2002, April). *Coherence and contradictions in teaching and learning to teach science in urban schools*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

04. Tobin, K. (2002, April). *Learning to teach transformatively in urban schools*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

03. Milne, C. E., Otieno, T., & Tobin, K. (2002, March). *The learned curriculum in a professional education program for practicing teachers: The importance of agency and context*. Paper presented at the Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.

02. Tobin, K. (2002, March). *Social and cultural perspectives on the teaching and learning of science in urban high schools*. Paper presented at the Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.

01. Tobin, K. (2002, January). *The transformative potential of science teacher education for the teaching and learning of science in urban high schools*. Paper presented at the annual meeting of the Association for the Education of Teachers of Science, Charlotte, NC.

2001

Monograph: 01

Papers International/National: 10

MONOGRAPH

01. Sweeney, A., & Tobin, K. (Eds). (2001). *Language, discourse and learning in science: Improving professional practice through action research*. Tallahassee, FL: The Eisenhower Consortium for Mathematics, & Science Education at SERVE.

PAPERS PRESENTED AT NATIONAL/ INTERNATIONAL MEETINGS

01. Tobin, K., Roth, W-M., & Zimmermann, A. (2001, January). *Learning to teach in urban schools*. Paper presented at the annual meeting of the Association for the Education of Teachers of Science, Costa Mesa, CA.

02. Tobin, K., & Seiler, G. (2001, January). *Science Teacher education as a transformative activity*. Paper presented at the annual meeting of the Association for the Education of Teachers of Science, Costa Mesa, CA.

03. Seiler, G., & Tobin, K. (2001, January). *Redesigning a science methods course to ameliorate the theory-practice gap*. Paper presented at the annual meeting of the Association for the Education of Teachers of Science, Costa Mesa, CA.

04. Tobin, K. (2001, March). *Trends in urban science education: social production, resource appropriation, and the agency of teachers*. Paper presented at the Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.

05. Tobin, K. (2001, March). *From science learner to science teacher: Constructing and re-presenting science to afford the learning of others*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, St. Louis, MO.

06. Tobin, K. (2001, March). *Creating communities that afford learning to teach science in urban schools*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, St. Louis, MO.

07. Tobin, K., & Seiler, G. (2001, March). *Catalyzing change in urban science education*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, St. Louis, MO.

08. Tobin, K., & Roth, W-M. (2001, April). *Theoretical and empirical perspectives on coteaching as a means of assessing teaching performance*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

09. Roth, W.-M., & Tobin, K. (2001, April). *Redesigning an urban teacher education program: An activity theory perspective*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

10. Roth, W.-M., & Tobin, K. (2001, April). *Coteaching: Learning environments research as aspect of classroom praxis*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

2000

Chapter: 1

Papers International/National: 11

CHAPTER

01. Tobin, K. (2000). Teachers should know the discipline they teach: Teacher education reform implications. In, *The Superintendents' and Deans' Forum on Standards-Based Teaching: Preparing teachers for the challenge*. Philadelphia, PA: Temple University Center for Research in Human Development and Education p. 9-22.

PAPERS PRESENTED AT NATIONAL/INTERNATIONAL MEETINGS

11. Tobin, K. (2000, July). *Connecting communities of learners (CCL): A computer application for learning to teach*. Paper presented at the 18th World Conference on Reading, International Reading Association, Auckland, New Zealand.

10. Tobin, K. (2000, June). *New roles for learning science in urban high schools*. Paper presented at the annual meeting of the Australasian Science Education Research Association, Perth, Western Australia.

09. Tobin, K. (2000, June). *Coteaching as a way of learning to teach science*. Paper presented at the annual meeting of the Australasian Science Education Research Association, Perth, Western Australia.

08. Tobin, K. (2000, April). *National standards and traditional science curricula: Agents of social reproduction?* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

07. Vigoda, J., Tobin, K., & Seiler, G. (2000, April). *Student teachers' perceptions of inner city schools*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

06. Seiler, G., & Tobin, K. (2000, April). *Students' perceptions of repression, social justice and the failure to learn science in an inner city high school*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

05. Tobin, K. (2000, April). *The significance of context in teaching and learning science in urban communities*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, New Orleans, LA.

04. Tobin, K. (2000, April). *Overcoming racial stereotyping and resistance in a socially transformative science curriculum enacted in an urban high school*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, New Orleans, LA.

03. Roth, W-M., & Tobin, K. (2000, January). *Learning to teach science as praxis*. Paper presented at the annual meeting of the Association for the Education of Teachers of Science, Akron, OH.

02. Seiler, G., & Tobin, K. (2000, January). *Learning to teach by coteaching in communities of prospective and practicing science teachers*. Paper presented at the annual meeting of the Association for the Education of Teachers of Science, Akron, OH.

01. Tobin, K., & McGonigal, J. (2000, January). *Applying interactive computer technologies in the education of prospective elementary teachers*. Paper presented at the annual meeting of the Association for the Education of Teachers of Science, Akron, OH.

1999

Papers International/National: 9

PAPERS PRESENTED AT NATIONAL/INTERNATIONAL MEETINGS

09. Tobin, K. (1999, November). *The transformative potential of teacher education in urban schools*. Paper presented at Penn's National conference on university-assisted community schools, Philadelphia, PA.
08. Scantlebury, K., Tobin, K., Kahle, J. B., & Ague, J. (1999, July). *The Quiet Achiever: Enacting culturally relevant science teaching in an American urban middle school*. Paper presented at the annual meeting of the Australasian Science Education Research Association, Rotorua, New Zealand.
07. Tobin, K., & Goh, S. C. (1999, April). *Student and teacher perspectives in a computer-mediated learning environment in teacher education*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
06. Tobin, K., & McGonigal, J. (1999, April) *Teachers, students and parents as co-learners, co-teachers, and co-researchers in junior primary school*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
05. Tobin, K. (1999, March). *Insider perspectives on the reform of science teaching and learning*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Boston, MA.
04. Tobin (1999, March). *Educating science teachers for the sociocultural diversity of urban schools*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Boston, MA.
03. Tobin, K. (1999, January). *Learning to teach science: Use of an Internet application to create communities of learners*. Paper presented at the annual meeting of the Association for the Education of Teachers of Science, Dallas, TX.
02. Tobin, K. (1999, January). *Learning to teach science in urban settings*. Paper presented at the annual meeting of the Association for the Education of Teachers of Science, Dallas, TX.
01. Tobin, K. (1999, January). *Learning to teach by coparticipating within and between diverse communities*. Invited keynote address at Science teacher education toward the new millenium, Technion, Israel Institute of Technology, Haifa, Israel.

1998

Papers International/National: 5

PAPERS PRESENTED AT NATIONAL/INTERNATIONAL MEETINGS

05. Tobin, K. (1998, April). *Neural networks and the construction of scientific discourse*. Paper presented at the annual meeting of the National Association of Research in Science Teaching, San Diego, CA.
04. Tobin, K. (1998, April). *The practice of peer review in science education*. Paper presented at the annual meeting of the National Association of Research in Science Teaching, San Diego, CA.
03. Tobin, K., & Vogl, L. (1998, April). *Science classrooms as a mosaic of alternatives: Multiple ways of seeing*. Paper presented at the annual meeting of the National Association of Research in Science Teaching, San Diego, CA.

02. Tobin, K., & McRobbie, C. (1998, April). *Selecting from a bricolage of stories: Describing and deconstructing epistemology of practice*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

01. Tobin, K. (1998, March). *Studies of science education in urban schools: Research that makes a difference*. Paper presented at the 7th consultation of the international consultation for research in science and mathematics education, Port of Spain, Trinidad.

1997

Papers International/National: 18

PAPERS PRESENTED AT NATIONAL/INTERNATIONAL MEETINGS

01. Tobin, K. (January, 1997). *Sociocultural perspectives on the teaching and learning of science*. Keynote address at the International Conference on Science and Mathematics Education, Hanoi, Vietnam.

02. Tobin, K., Muire, C., & Davis, N. (March, 1997). *Cultural diversity and the challenges of teaching science*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Chicago.

03. Bleicher, R.E., McRobbie, C.J., & Tobin, K. (March, 1997). *Opportunities to talk science in classrooms*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Chicago.

04. Puttick, G., Tobin, K., & Duschl, R. (March, 1997). *How much light does a plant need? Questions, data and theories in a second-grade classroom*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Chicago.

05. Schaller, J., & Tobin, K. (March, 1997). *Establishing credibility and authenticity in ethnographic studies*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Chicago.

06. Tobin, K. (March, 1997). *Teaching science methods to women: Tales from a male professor*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Chicago.

07. Tobin, K. (April, 1997). *The mediational role of culture on the enacted science curriculum*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

08. Tobin, K. (April, 1997). *A multi-level analysis of mathematics and science education in Florida's community colleges*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

09. Tobin, K. (April, 1997). *The contribution of qualitative methods in learning environment research*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

10. Tobin, K. (April, 1997). *Traditional practices as a referent for enacting a science curriculum*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

11. Bleicher, R.E., McRobbie, C.J., & Tobin, K. (April, 1997). *The discourse of science classrooms*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

12. Tobin, K. (April, 1997). *The emergence of a scientific discourse in a physics program for prospective science teachers*. Paper presented at the 8th National Conference on College Teaching and Learning, Jacksonville, Florida.

13. Tobin, K. (April, 1997). *Building communities of learners on the World Wide Web*. Paper presented at the 8th National Conference on College Teaching and Learning, Jacksonville, Florida.
14. Davis, N.T., & Tobin, K. (April, 1997). *Portfolios as sites for critical discourse*. Paper presented at the 8th National Conference on College Teaching and Learning, Jacksonville, Florida.
15. Muire, W. C., & Tobin, K. (April, 1997). *Maintaining the status quo: An interpretive investigation of the teaching of science in Florida's community colleges*. Paper presented at the 8th National Conference on College Teaching and Learning, Jacksonville, Florida.
16. Tobin, K., (August, 1997). *Advances in learning theory and the reform of science and mathematics teaching and learning*. EXPO keynote address, PROMASE Teachers as Researchers Conference, Miami, Florida.
17. Tobin, K. (September, 1997). *Sociocultural perspectives on using the internet to educate science teachers for challenging contexts*. Plenary address at the Investigacion e innovacion en la didactica de las ciencias, Universidad de Murcia, Spain.
18. Tobin, K. (September, 1997). *The social construction and re-presentation of science teacher knowledge*. Plenary debate at the Investigacion e innovacion en la didactica de las ciencias, Universidad de Murcia, Spain.

1996

Papers International/National: 10

PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL MEETINGS.

10. Tobin, K. (September, 1996). *Sociocultural perspectives on the practice of science education*. Paper presented at the first workshop of the Research Project "Science Technology and Society", University of Ibaraka, Mito City, Japan.
09. Tobin, K. (September, 1996). *Moving out: The exclusion of minorities from the community of science*. Paper presented at the second workshop of the Research Project "Science Technology and Society", Tokyo Institute of Technology, Tokyo, Japan.
08. Tobin, K. (1996, April). *Constraining the learning of science: Profiles of power, social forces, and discursive capital*. Paper presented at the annual meeting of the National Association of Research in Science Teaching, St Louis, Missouri.
07. Kahle, J.B., & Tobin, K. (1996, April). *Research demanded by systemic reform: Multi-level analyses of interpretive data*. Paper presented at the annual meeting of the National Association of Research in Science Teaching, St Louis, Missouri.
06. Tobin, K., & McRobbie, C. (1996, April). *Limited English proficiency and the teaching and learning of science*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
05. Tobin, K., McRobbie, C., & Anderson, D. (1996, April). *Teacher knowledge, the dispersion of power, and the enactment of the chemistry curriculum*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
04. Tobin, K., & McRobbie, C. (1996, April). *Dialectical constraints to teaching and learning within a high school physics community*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

03. Tobin, K. (1996, March). *Native language: Deficiency or capital? Limited English proficiency and the learning of science*. Paper presented at the annual meeting of the American Association for Applied Linguistics, Chicago, IL.

02. Tobin, K. (1996, Feb). *Assessing progress: Describing the landscape of science and mathematics education in Florida*. Paper presented at the annual meeting of the American Association for the Advancement of Science, Baltimore, MD.

01. Tobin, K. (1996, Feb). *Peaks and valleys in the reform of college science teaching*. Paper presented at the sixth international consortium for research in science and mathematics education, Belize City, Belize.

1995

Papers International/National: 12

PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL MEETINGS

12. Tobin, K., & Roth W-M. (1995). Bridging the great divide: Teaching from the perspective of one who knows and learning from the perspective of one who does not know. *Proceedings of the History and Philosophy of Science and Science Teaching*. Minneapolis: University of Minnesota.

11. McRobbie, C., & Tobin, K. (1995, July). *The school as a learning place for teachers*. Paper presented at the annual meeting of the Australasian Science Education Research Association, Bendigo, Australia.

10. Tobin, K. (1995, April). *Issues of commensurability in the use of qualitative and quantitative measures*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Francisco, CA.

09. Gilmer, P., Moscovici, H., Mattson, S., & Tobin, K. (1995, April). *Bridging the gap between the beliefs and practices of college biology teachers and the science-related needs of prospective elementary teachers*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Francisco, CA.

08. McRobbie, C., & Tobin, K. (1995, April). *School as a learning place for science teachers*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Francisco, CA.

07. Tobin, K. (1995, April). *Culture, social class and ethnic diversity as challenges to science teaching and learning*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Francisco, CA.

06. Taylor, P., White, L., Tobin, K., & Williams, M. (1995, April). *Interpretive research in science, mathematics and computer classrooms*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

05. Tobin, K. (1995, April). *The construction of viable scientific knowledge from elementary science activities*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

04. Tobin, K. (1995, April). *Framing classroom learning environments to incorporate sociocultural diversity*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

03. McRobbie, C., & Tobin, K. (1995, April). *The school learning environment: Place for teacher learning or a busy workplace?* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

02. Tobin, K. (1995, January). *Teaching physics to prospective elementary teachers: Bridging gaps or widening chasms?* Paper presented at the annual meeting of the American Association of Physics Teachers, Orlando, FL.

01. Tobin, K. (1995, January). *The many faces of collaboration: Planning and teaching science courses for prospective elementary teachers.* Paper presented at the annual meeting of the Association for the Education of Teachers of Science, Charleston, West Virginia.

1994

Papers International/National: 18

PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL MEETINGS

18. Tobin, K. (1994, August). *Teaching and learning science and mathematics with understanding: The mediational role of the teacher.* Invited keynote address at the first meeting of the Latin-American Association for Research in Science Teaching, Panama City, Panama.

17. Tobin, K., & McRobbie, C. (1994, April). *Hegemony and the teaching and learning of physics.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

16. Tobin, K., & McRobbie, C. (1994, April). *The paradox of beliefs about the nature of science and the enacted science curriculum.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

15. Tobin, K., & McRobbie, C. (1994, April). *Epistemological fit and the hegemony of learning environments.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

14. Tobin, K., & McRobbie, C. (1994, April). *The challenge of culturally diverse settings in high school science.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

13. McRobbie, C., & Tobin, K. (1994, April). *The congruence of teacher and student beliefs about learning chemistry.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

12. McRobbie, C., & Tobin, K. (April, 1994). *Social construction of teacher and learner: constraints to the learning of chemistry.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

11. McRobbie, C., & Tobin, K. (April, 1994). *Sociocultural analyses of learning environments in high school classes.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

10. Shaw, K., Stark, C., & Tobin, K. (1994, April). *Mathematics and science learning milieus in diverse schools in Florida.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

09. Tobin, K. (March, 1994). *Teachers as learners and the promotion of cultural change in schools.* Paper presented at the annual meeting of the National Science Teachers Association, Anaheim, CA.

08. Tobin, K. (1994, March). *Diversity: The foundation of research in science education.* Presidential address, annual meeting of the National Association of Research in Science Teaching, Anaheim, CA.

07. Tobin, K. (1994, March). *The emergence of interpretive research as a way of knowing in science education in Taiwan*. Paper presented at the annual meeting of the National Association of Research in Science Teaching, Anaheim, CA.
06. Tobin, K. (1994, March). *Impediments to the improvement of teaching and learning practices in science classrooms in developing countries*. Paper presented at the annual meeting of the National Association of Research in Science Teaching, Anaheim, CA.
05. Tobin, K., & McRobbie, C. (1994, March). *School science: beyond blind faith?* Paper presented at the annual meeting of the National Association of Research in Science Teaching, Anaheim, CA.
04. McRobbie, & Tobin, K. (1994, March). An analysis of learning environments in high school science classes. Paper presented at the annual meeting of the National Association of Research in Science Teaching, Anaheim, CA.
03. Shaw, K., Stark, C., & Tobin, K. (1994, March). *A survey of the science learning environments in Florida's public schools*. Paper presented at the annual meeting of the National Association of Research in Science Teaching, Anaheim, CA.
02. Moscovici, H., & Tobin, K. (1994, March). *Use of learning environment surveys in an interpretive research on a college biology course for prospective elementary teachers*. Paper presented at the annual meeting of the National Association of Research in Science Teaching, Anaheim, CA.
01. Nichols, S., Tobin, K., Tippins, D., & Crockett, D. (1994, February). *Educational environments for the teaching and learning of elementary science: Questions of fit*. Paper presented at the annual meeting of the Association of Teacher Educators, Atlanta, GA.

1993

Technical Report: 1

Papers International/National: 21

TECHNICAL REPORT

01. Spiegel, S.A., Tobin, K., & Shaw, K. (1993, January). *A report card on mathematics, science, and computer education in Florida: State level efforts*. Tallahassee, FL: College of Education, Florida State University.

PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL MEETINGS

21. Tobin, K. (1993, November). *Getting started in interpretive research in science education*. Paper presented at the International Conference for Interpretive Research in Science Education, Taipei.
20. Tobin, K. (1993, November). *Qualitative and quantitative approaches to research on learning environments*. Paper presented at the International Conference for Interpretive Research in Science Education, Taipei.
19. McRobbie, C., & Tobin, K. (1993, November). *Constraints to the teaching and learning of chemistry*. Paper presented at the International Conference for Interpretive Research in Science Education, Taipei.
18. Tobin, K. (1993, November). *Constructivism, teaching, and research on teaching*. Paper presented at the 73rd annual meeting of the National Council for the Social Studies, Nashville, Tennessee.
17. Tobin, K. Tippins, D., & Hook, K.S. (1993, November). *Ethics in the context of science teaching: The dimensions of practice*. Paper presented at the 19th annual conference of the Association for Moral Education, Tallahassee, FL.

16. Tobin, K. (1993, July). *Research in science education in times of evolving practice*. Paper presented at the annual meeting of the Australian Science Education Research Association, Lismore, Australia.
15. Tobin, K. (1993, July). *The paradoxes of systemic reform in science education*. Paper presented at the annual meeting of the Australian Science Education Research Association, Lismore, Australia.
14. Gilmer, P.J., Barrow, D., & Tobin, K. (1993, April). *Overcoming barriers to reform of science content courses for prospective elementary teachers*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Atlanta, GA.
13. Tippins, D.J., Tobin, K., & Hook, K.S. (1993, April). *Collaborative processes of knowledge construction in science teaching and learning*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Atlanta, GA.
12. Tobin, K. (1993, April). *Research issues in science teacher education*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Atlanta, GA.
11. Tobin, K. (1993, April) *On the necessity of the use of reform to inform the practice of reform*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Atlanta, GA.
10. Tobin, K. (1993, April). *The role of reflective tools in teacher learning and change*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Atlanta, GA.
09. Tobin, K. (1993, April). *The mediational role of the teacher in the classroom*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
08. Tobin, K. (1993, April). *Bridging the gap between radical constructivism and cognitive theory: Socio-cultural perspectives*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
07. Lorschbach, A., & Tobin, K. (1993, April). *Interests as a referent for the learning environment*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
06. Tobin, K. (1993, April). *Quantitative and qualitative issues and complementarities in the study of learning environments*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
05. Tobin, K., Tippins, D.J., & Hook, K.S. (1993, April). *Thinking about teaching and learning: The mediational role of the teacher*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
04. Tippins, D.J., Tobin, K., & Hook, K.S. (1993, April). *Assisting collaborative processes of knowledge construction: Ethical dilemmas of a middle school science teacher*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
03. Spiegel, S., Tobin, K., & Shaw, K. (1993, April). *A comprehensive plan? Florida's curricular reform effort*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
02. Tobin, K. (1993, April). *The teacher: An essential ingredient in the reform of the science curriculum*. Paper presented at the 205th annual meeting of the American Chemical Society, Denver, March 28-April 2.
01. Tobin, K. (1993, January). *Critical perspectives on constructivism, power, and the mediation of science learning*. Paper presented at a conference on Science Education in Developing Countries, Jerusalem, Israel.

1992

Papers International/National: 20

PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL MEETINGS

20. Tobin, K. (September, 1992) *The theory-practice dialectic*. An invited address at the symposium on teaching and learning in science and mathematics, Wingspread Convention, Wisconsin.
19. Tobin, K., & Imwold, D. (August, 1992). *Reconceptualizing, deconstructing, and reconstructing routines for the teaching and learning of mathematics*. Paper presented at the seventh International Conference on Mathematical Education, Quebec, Canada.
18. Tobin, K. (July, 1992). *Interpretive research in science education: A beacon of light in a forest of darkness*. Paper presented at an International Conference of Teaching and Learning Science and Mathematics, National Changhua University of Education, Taiwan.
17. Tobin, K. (July, 1992). *The folly of top down reform*. Paper presented at an International Conference of Teaching and Learning Science and Mathematics at the National Changhua University of Education, Changhua, Taiwan.
16. Tobin, K. (May, 1992). *HPS, & ST and teacher education*. Symposium presentation at the second international conference of the History and Philosophy of Science and Science Teaching.
15. Tobin, K., Tippins, D., & Hook, K. (May, 1992). *The long hard road from objectivism to constructivism*. Paper presented at the second international conference of the History and Philosophy of Science and Science Teaching.
14. Tippins, D., Tobin, K., & Hook, K. (May, 1992). *Ethical decisions at the heart of science teaching: Reframing assessment dilemmas from a constructivist perspective*. Paper presented at the second international conference of the History and Philosophy of Science and Science Teaching.
13. Tobin, K. (April, 1992). *Sustaining curricular reform*. Paper presented in a symposium at the annual meeting of the American Educational Research Association, San Francisco.
12. Tobin, K. (April, 1992). *Educating teachers in a constructed, culture-mediated context*. Paper presented in a symposium at the annual meeting of the American Educational Research Association, San Francisco.
11. Tobin, K., Tippins, D., & Hook, K. (April, 1992). *The construction and reconstruction of teacher knowledge*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
10. Tippins, D., Tobin, K., & Hook, K. (April, 1992). *Constructivist perspectives on the ethical dimensions of teaching*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
09. Gallard, A., Tobin, K., Barrow, D., & Alfaro, G. (April, 1992). *Teacher education and curricular reform: confronting the challenges of science learning for non-native speakers of English*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
08. Hook, K., Tobin, K., & Tippins, D. (April, 1992). *The teacher's role in maintaining a favorable learning environment*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
07. Tobin, K. (March, 1992). *Teacher beliefs and science teaching*. Paper presented at the annual meeting of the National Science Teachers Association, Boston, MA.

06. Tobin, K. (March, 1992). *Making sense of science teaching in terms of images, metaphors and beliefs*. Paper presented at the annual meeting of the National Science Teachers Association, Boston, MA.

05. Tobin, K. (March, 1992). *Confronting the challenge: Educating science teachers so that traditional practices make no sense at all*. Paper presented as a part of a symposium at the annual meeting of the National Association for Research in Science Teaching, Boston. MA.

04. Tobin, K., Tippins, D., & Hook, K. (March, 1992). *Critical reform of the science curriculum: a journey from objectivism to constructivism*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Boston. MA.

03. Tippins, D., Tobin, K., & Hook, K. (March, 1992). *Ethical dilemmas in science teaching*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Boston. MA.

02. Tobin, K. (Feb, 1992). *Teacher learning and teacher change: Epistemological dimensions for reconceptualizing teacher education*. A professional clinic presented at the 72nd annual meeting of the Association of Teacher Educators, Orlando, Florida.

01. Tobin, K. (Jan, 1992). *Constructivist perspectives on teaching and learning*. An invited address at the annual Qualitative Interest Group meeting, Athens, GA.

1991

Monographs: 2

Technical Report: 1

Papers International/National: 7

MONOGRAPHS

02. Tobin, K., & Fraser, B.J. (1991). *Teaching for high level cognitive learning in science*. Perth, Australia, Curtin University: Key Center Monograph.

01. Fraser, B.J., & Tobin, K. (1991). *Environments for learning science and mathematics*. Perth, Australia, Curtin University: Key Center Monograph.

TECHNICAL REPORT

01. Tobin, K. (December, 1991). *District level mathematics and science supervisors: An analysis of questionnaires and interviews*. Tallahassee, FL: College of Education, Florida State University.

PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL MEETINGS

07. Tobin, K. (April, 1991). *Making sense of science teaching*. Paper presented at the annual meeting of the National Association for Research on Science Teaching, Lake Geneva, WI, April 1991.

06. Tobin, K. (April, 1991) *Cognitive referents for research in science education*. Paper presented at the annual meeting of the National Association for Research on Science Teaching, Lake Geneva, WI, April 1991.

05. Tobin, K. (April, 1991). *The epistemologies embedded within teacher assessment practices*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

04. Tobin, K. (April, 1991). *Qualitative methods in classroom environment research: An American perspective*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

03. Tobin, K. (April, 1991). *Referents for making sense of teaching*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

02. Tobin, K. (February, 1991). *Constructivism: A framework for science curriculum*. Paper presented at the annual convention of the Association for Educational Communications and Technology, Orlando, Florida.

01. Tobin, K. (February, 1991). *Constructivist perspectives on teacher learning*. Paper presented at a symposium at the annual meeting of the American Association for the Advancement of Science, Washington, D.C.

1990

Monographs: 2

Technical Reports: 3

Papers International/National: 12

MONOGRAPHS

02. Tobin, K. (1990). *Target students*. What Research Says to the Science and Mathematics Teacher, Number 7. Perth, Australia: Key Centre for School Science and Mathematics, Curtin University.

01. Tobin, K. (1990). *Metaphors and images in teaching*. What Research Says to the Science and Mathematics Teacher, Number 5. Perth, Australia: Key Centre for School Science and Mathematics, Curtin University.

TECHNICAL REPORTS

03. Tobin, K. (November, 1990). *A review of the Louisiana Teacher Evaluation System*. Tallahassee, FL: College of Education, Florida State University.

02. Tobin, K., & Jakubowski, E. (1990). *Executive summary: Cooperating teacher project*. Tallahassee, FL: Florida State University.

01. Tobin, K., Jakubowski, E., & Nichols, S. (1990). *Cooperating teacher project*. Tallahassee, FL: Florida State University.

PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL MEETINGS

12. Tobin, K. (August, 1990) *Enhancing the quality of science learning and teaching*. Paper presented at the 11th Biennial Conference on Chemical Education, Atlanta, GA.

11. Lorsbach, A.W., Briscoe, C. Tobin, K., & Ulerick, S.L. (August, 1990). *An interpretation of assessment methods in middle and high school science*. Paper presented at the 11th Biennial Conference on Chemical Education, Atlanta, GA.

10. Tobin, K. (April, 1990). *Metaphors in the construction of teacher knowledge*. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

09. Tobin, K., & Lorsbach, A. (April, 1990). *The validity of alternative assessment methods in middle and high school science*. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

08. Tobin, K., & Jakubowski, E. (April, 1990). *Conceptualizing teacher roles in terms of metaphors and belief sets*. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

07. Tobin, K. (April, 1990) *Constructivist perspectives on teacher change*. Invited address at the annual meeting of the American Educational Research Association, Boston, MA.
06. Tobin, K. (April, 1990). *Priorities for research on science curriculum reform*. Invited address at a meeting sponsored by the National Science Foundation, Atlanta, Ga.
05. Tobin, K. (1990). *A review of research on teaching strategies in science*. An invited presentation at the annual meeting of the National Association for Research in Science Teaching, Atlanta, GA.
04. Tobin, K. (1990). *A review of research on teaching strategies in science*. An invited presentation at the annual meeting of the National Association for Research in Science Teaching, Atlanta, GA.
03. Briscoe, C., Lorsbach, A., & Tobin, K. (March, 1990). *The influence of teachers' personal epistemologies, beliefs, and role metaphors on assessment practices*. Paper presented in a symposium at the annual meeting of the National Association for Research in Science Teaching, Atlanta, GA.
02. Tobin, K. (March, 1990). *Initiating and sustaining change in the science curriculum*. Paper presented in a symposium at the annual meeting of the National Association for Research in Science Teaching, Atlanta, GA.
01. Tobin, K. (March, 1990) *Interpretive research methods in science education*. Professional development workshop at the annual meeting of the National Association for Research in Science Teaching, Atlanta, GA.

1989

Monographs: 2

Technical Report: 1

Papers International/National: 10

MONOGRAPHS

02. Matyas, M. L., Tobin, K., & Fraser, B.J. (Eds) (1989) *Looking into windows: Qualitative research in science education*. Washington, D.C.: American Association for the Advancement of Science.
01. Fraser, B.J., & Tobin, K. (1989). *Exemplary science and mathematics teachers*. What Research Says to the Science and Mathematics Teacher, Number 1. Perth, Australia: Key Centre for School Science and Mathematics, Curtin University.

TECHNICAL REPORT

01. Tobin, K. (1989). *Alternative assessment in science and mathematics education*. Tallahassee, FL: Florida State University.

PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL MEETINGS

10. Tobin, K., & Jakubowski, E. (September, 1989). *Changing the roles of elementary science and mathematics teachers*. Paper presented at an International Conference on the use of ethnography in research on elementary science, Fredensborg, Denmark.
09. Tobin, K. (April, 1989). *What do we know about teaching and learning in science laboratories?* Paper presented at the annual meeting of the National Science Teachers Association, Seattle.
08. Rennie, L., Fraser, B.J., & Tobin, K. (March, 1989). *Using qualitative and quantitative methods in a study of high-level cognitive learning in grade 10. science classrooms*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Francisco.

07. Tobin, K., & Ulerick, S. (March, 1989). *Improving teaching by changing the metaphorical basis for conceptualizing teaching roles*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Francisco.
06. Tobin, K. (March, 1989). *Ethical Concerns and Research in Science Classrooms: Resolved and Unresolved Dilemmas*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Francisco.
05. Ulerick, S., & Tobin, K. (March, 1989). *The influence of a teacher's beliefs on classroom management*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
04. Fraser, B.J., & Tobin, K. (March, 1989). *Combining qualitative and quantitative methods in the study of classroom learning environments*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
03. Tobin, K., & Ulerick, S. (March, 1989). *An interpretation of high school science teaching based on metaphors and beliefs for specific roles*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
02. Tobin, K. (March, 1989). *Metaphor as a basis for conceptualizing teaching roles*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
01. Tobin, K. (January, 1989). *Teachers as researchers and researchers as teachers: Expanding the knowledge base of teaching and learning*. Paper presented at the annual meeting of the American Association for the Advancement of Science, San Francisco.

1988

Monographs: 2

Technical Reports: 2

Papers International/National: 9

TECHNICAL REPORTS

02. Holman, J.R., Briscoe, C., & Tobin K. (1988). *Overcoming constraints: One teacher can make a difference*. Tallahassee, FL: Florida State University.
01. Tobin, K., Ulerick, S., Jakubowski, E., & Briscoe, C. (1988). *The mentor teacher project: A report of a summer program to enhance science and mathematics teaching in elementary schools*. Tallahassee, FL: Florida State University.

PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL MEETINGS

09. Tobin, K. (November, 1988). *Learning in science classrooms*. Invited paper presented at the BSCS 30th anniversary symposium on Curriculum Development for the Year 2000, Colorado Springs.
08. Tobin, K. (April, 1988). *Assessing science teachers' knowledge and thinking*. A symposium presentation at the annual meeting of the National Association for Research on Science Teaching, Lake Ozark, Mo.
07. Tobin, K. (April, 1988). *Interpretive research in science education*. A symposium presentation at the annual meeting of the National Association for Research in Science Teaching, Lake Ozark, Mo.
06. Tobin, K., & Fraser, B.J. (April, 1988). *Factors which inhibit the attainment of high level cognitive outcomes*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Lake Ozark, Mo.

05. Tobin, K., & Gallagher, J.J. (April, 1988) *Ethnographic techniques in science education*. A pre-session workshop at the annual meeting of the National Association for Research in Science Teaching, Lake Ozark, Mo.

04. Tobin, K., & Fraser, B.J. (April, 1988). *Impediments to the teaching and learning of high-level outcomes in high school science*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

03. Fraser, B.J., & Tobin, K. (April, 1988). *Psychosocial environment of exemplary teachers' classrooms*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

02. Cronin, L., & Tobin, K. (April, 1988). *The development of a model for studying curriculum implementation*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

01. Tobin, K., & Gallagher, J.J. (April, 1988). *Secondary science teaching: Classroom management and exemplary practice*. A paper presented at the annual meeting of the National Science Teachers Association, St Louis.

1987

Monographs: 2

Technical Reports: 1

Papers International/National: 14

MONOGRAPHS

02. Williamson, J., Fraser, B.J., Tobin, K., Canute, H., Lake, J.H., & Watts, O. (1987). *A summary of The Senior Colleges in Western Australia: An evaluation*. Perth, Western Australia: Ministry of Education.

01. Williamson, J., Fraser, B.J., Tobin, K., Canute, H., Lake, J.H., & Watts, O. (1987). *The Senior Colleges in Western Australia: An evaluation*. Perth, Western Australia: Ministry of Education.

TECHNICAL REPORT

01. Tobin, K. (December, 1987). *Domain on the laboratory method of instruction*. Tallahassee, FL: Florida State University.

PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL MEETINGS

14. Haines, T., & Tobin, K. (August, 1987). *Factors influencing achievement in undergraduate computer studies courses*. Paper presented at the annual meeting of the Higher Education Research and Development Society of Australasia, Perth, Australia.

13. Tobin, K. (August, 1987). *Teacher assessment systems: A personal view*. Invited paper at the Education Forum sponsored by the Australian Council for Educational Research, Melbourne, Australia.

12. Sloan, P., & Tobin, K. (April, 1987). *An interpretive study of behavior and task management in high school mathematics classes*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

11. Williamson, J., Tobin, K., & Lake, J.H. (April, 1987). *Alternative high schools: The Senior Colleges in Western Australia*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

10. Tobin, K., Espinet, M., & Byrd, S. (April, 1987). *An application of peer coaching in high school mathematics*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
09. Tobin, K., Espinet, M., & Byrd, S. (April, 1987). *The work of teachers and students in high school mathematics classes*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
08. Cronin, L., Padilla, M., & Tobin, K. (April, 1987). *Factors influencing the success of science curriculum implementation in middle schools*. Paper presented at the annual meeting of the National Association for Research on Science Teaching, Washington, DC.
07. Tobin, K. (April, 1987). *Impediments to change: An application of peer coaching in high school science*. Paper presented at the annual meeting of the National Association for Research on Science Teaching, Washington, DC.
06. Tobin, K. (April, 1987). *Teaching for higher cognitive level learning in science*. Paper presented at the annual meeting of the National Association for Research on Science Teaching, Washington, DC.
05. Tobin, K., & Fraser, B. J. (April, 1987). *What does it mean to be an exemplary teacher?* Paper presented at the annual meeting of the National Association for Research on Science Teaching, Washington, DC.
04. Tobin, K. (March, 1987). *Applications of constructivism and reflection to science teacher education: Countering the negative affect*. Paper presented at the annual meeting of the Association for the Education of Teachers of Science, Washington, DC.
03. Tobin, K. (March, 1987). *International perspectives on science teacher education*. Paper presented at the annual meeting of the Association for the Education of Teachers of Science, Washington, DC.
02. Fraser, B.J., Fisher, D. L., & Tobin, K. (March, 1987). *Using short forms of several classroom environment scales to assess and improve classroom psychosocial environment*. Paper presented at the annual meeting of the National Science Teachers Association, Washington, DC.
01. Tobin, K., Chandran, S., & Treagust, D. (March, 1987). *The role of cognitive factors in chemistry achievement*. Paper presented at the annual meeting of the National Science Teachers Association, Washington, DC.

1986

Technical Reports: 1

Chapters: 2

Papers International/National: 14

TECHNICAL REPORT

01. Tobin, K. (July, 1986). *A review of literature relevant to the Teacher Performance Assessment Instruments*. Athens, GA: Teacher Assessment Project, College of Education, University of Georgia.

CHAPTERS

02. Tobin, K. (1986). Gender differences in science?: They don't happen here! In B.J. Fraser and G. Giddings *The Physicist and the cowboy: Gender differences in the science classroom*. Perth: WAIT Press.
01. Tobin, K., & Gallagher, J.J. (1986). Nature and role of target students in science classroom environments. In Fraser, B.J. (Ed.) *The study of learning environments*. Salem, Or: Assessment Research.

PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL MEETINGS

14. Tobin, K. (November, 1986). *Forces which shape the implemented curriculum*. Paper presented at the annual meeting of the Australian Association for Research in Education, Melbourne.
13. Tobin, K., & Fraser, B.J. (November, 1986). *Exemplary practice in science and mathematics*. Paper presented at the annual meeting of the Australian Association for Research in Education, Melbourne.
12. Williamson, J., Canute, H., Watts, O., Lake, J., Tobin, K., & Fraser, B. (1986, July). *An evaluation of the Senior Colleges in Western Australia*. Paper presented at the annual meeting of the South Pacific Association of Teacher Education, Perth.
11. Fraser, B., Malone, J., Tobin, K., Treagust, D., Garnett, P., & Happs, J. (1986, July). *Exemplary practice in science and mathematics education*. Symposium presentation at the annual conference of the South Pacific Association of Teacher Education, Perth.
10. Malone, J., & Tobin, K. (1986, July). *The role of target students in the mathematics classroom*. Paper presented at the annual meeting of the Mathematics Education Research Group in Australasia, Launceston.
09. Tobin, K., & Espinet, M. (April, 1986). *Academic work in high school mathematics classes*. Paper presented at the annual meeting of the Ethnography in Education Research Forum, University of Pennsylvania.
08. Tobin, K. (April, 1986). *Target student involvement in high school science*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
07. Tobin, K., & Fraser, B. (April, 1986). *Investigations of science and mathematics teaching in exemplary classrooms*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
06. Tobin, K., & Malone, J. (April, 1986). *Target students in mathematics classrooms*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
05. Williamson, J., Tobin, K., & Fraser, B. (April, 1986). *Use of school and classroom environment scales in evaluating alternative high schools*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
04. Tobin, K., Adams, D., Espinet, M., & Byrd, S. (March, 1986). *Qualitative ethnographic and structured quantitative data collection; Grounded theory versus a-priori design: A data based comparison*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Francisco.
03. Tobin, K. (March, 1986). *Exemplary practice in science classes*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Francisco.
02. Tobin, K., & Gallagher, J. (March, 1986). *Academic work in high school science*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Francisco.
01. Bettencourt, A., Byrd, S., & Tobin, K. (March, 1986). *Relationships between teacher performance, student perceptions of the learning environment and process skill achievement*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Francisco.

1985

Monograph: 1

Technical Report: 1

Papers International/National: 9

MONOGRAPH

01. Fraser, B.J., & Tobin K. (Eds) (1985). *Secondary analysis of educational data*. Perth: WAIT Press.

TECHNICAL REPORT

01. Tobin, K. (1985). *Development of the Student Teacher Assessment Instrument*. Western Australia: Western Australian Institute of Technology.

PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL MEETINGS

09. Tobin, K. (April 1985) *Wait time in science: Necessary but insufficient*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, French Lick Springs, In.

08. Gallagher, J. J., & Tobin, K. (April 1985). *Teacher management and student engagement in high school science*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, French Lick Springs, In.

07. Chandran, S., Treagust, D.F., & Tobin, K. (April 1985). *The role of cognitive factors in chemistry achievement*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, French Lick Springs, In.

06. Tobin, K., & Gallagher, J.J. (April 1985). *The role of target students in the science classroom*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, French Lick Springs, IN.

05. Tobin, K. (April 1985). *Applications of an extended teacher wait time in science classes*. Paper presented at the annual convention of the National Science Teachers Association, Cincinnati, OH.

04. Fraser, B.J., Fisher, D.L., & Tobin, K. (April 1985). *Effects of classroom environment on science students' achievement and attitudes*. Paper presented at the annual convention of the National Science Teachers Association, Cincinnati, OH.

03. Tobin, K. (April 1985). *Academic work in science classes*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

02. Tobin, K. (April 1985). *The nature and role of the target student in classroom interactions*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

01. Tobin, K., & Garnett, Pamela (April 1985). *Gender related differences in classroom processes in science activities*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

1984

Chapters: 2

Technical Reports: 1

Papers International/National: 12

CHAPTERS

02. Tobin, K. (1984). Qualitative and quantitative windows into classrooms. In Treagust, D.F., & Fraser, B.J. *Looking into classrooms*. Perth, Australia: WAIT Press.

01. Tobin, K., & Capie, W. (1984). Relationships between classroom processes and science learning. In Anderson, C. *Observing science classrooms: Perspectives from research and practice (1984 AETS Yearbook)*. ERIC/SMEAC, Ohio State University, 205-229.

TECHNICAL REPORT

01. Tobin, K. (1984). *Assessing the performance of preservice teachers*. Bentley, Western Australia: Western Australian Institute of Technology.

PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL MEETINGS

12. Lacy, T., Tobin, K., & Treagust, D. (1984). *Applications of learning environment evaluation instruments in preservice science education courses*. Paper presented at the annual meeting of the Australian Association for Research in Education, Perth, Australia.

11. Berry, D., & Tobin, K. (1984). *A comparison of engagement, perceptions of the learning environment and achievement in traditional and self paced senior college physics classes*. Paper presented at the annual meeting of the Australian Association for Research in Education, Perth, Australia.

10. Garnett, Pamela, J., Tobin, K., & Garnett, P.J. (1984). *Gender related differences in reasoning ability*. Paper presented at the annual meeting of the Australian Association for Research in Education, Perth, Australia.

09. Tobin, K., & Garnett, Pamela J. (1984). *Academic work in science classes*. Paper presented at the annual meeting of the Australian Association for Research in Education, Perth, Australia.

08. Blackmore, D., Treagust, D., & Tobin, K. (1984). *The relationship between content knowledge in genetics and formal reasoning ability*. Paper presented at the annual meeting of the Australian Association for Research in Education, Perth, Australia.

07. Chandran, S., Treagust, D., & Tobin, K. (1984). *The role of cognitive factors in chemistry achievement*. Paper presented at the annual meeting of the Australian Association for Research in Education, Perth, Australia.

06. Tobin, K. (June, 1984). *Validity and reliability of the test of logical thinking*. Paper presented at the tenth annual meeting of the International Association for Educational Assessment, Perth, Australia.

05. Garnett, P.G., & Tobin, K. (June, 1984). *Reasoning abilities of Western Australian secondary school students and implications for teaching science*. Paper presented at the tenth annual meeting of the International Association for Educational Assessment, Perth, Australia.

04. Blackmore, D., Treagust, D.F., & Tobin, K. (June, 1984). *Assessing content knowledge and its relationship to formal thinking*. Paper presented at the tenth annual meeting of the International Association for Educational Assessment, Perth, Australia.

03. Lacy, T., Tobin, K., & Treagust, D.F. (June, 1984). *Development, validation and reliability of the elementary science learning environment questionnaire*. Paper presented at the tenth annual meeting of the International Association for Educational Assessment, Perth, Australia.

02. Tobin, K. (May, 1984). *Improving the quality of pupil engagement in learning tasks in upper primary and lower secondary science classes*. Paper and workshop presentation at the CONASTA conference, Perth, Australia.

01. Tobin, K. (April, 1984). *Improving the quality of teacher and student discourse in middle school grades*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

1983

Chapter: 1

Papers International/National: 6

CHAPTER

01. Tobin, K. (1983). *Management of time in classrooms*. In Fraser, B.J. (Ed.) Classroom Management. Perth, Australia: WAIT Press, 22-35.

PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL MEETINGS

06. Tobin, K. (May 1983). *Variables associated with student task involvement and achievement in upper primary mathematics and science*. Paper presented at the annual meeting of the Australian and New Zealand Association for the Advancement of Science, Perth, Australia.

05. Tobin, K. (April 1983). *Discourse patterns associated with the use of extended wait time in whole class settings*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Dallas.

04. Tobin, K. (April 1983). *Teaching science with a process skill emphasis*. Paper presented at the annual meeting of the National Science Teachers Association, Dallas.

03. Tobin, K. (April 1983). *Teaching strategy analysis models in middle school science education courses*. Paper presented at the annual meeting of the Association for the Education of Teachers of Science, Dallas.

02. Tobin, K. (April 1983). *Relationships between wait time, classroom discourse characteristics and mathematics achievement*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

01. Tobin, K. (April 1983). *Relationships between reasoning ability engagement and middle school science achievement*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

1982

Monograph: 1

Papers International/National: 2

MONOGRAPH

01. Tobin, K., & Capie, W. (1982) *Wait-time and learning in science*. Burlington, NC: Carolina Biological Supply Company.

PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL MEETINGS

02. Tobin, K. (May 1982). *A structural analysis of variables influencing engagement and science achievement*. Paper presented at the annual meeting of the Australian Science Education Research Association, Sydney, Australia.

01. Tobin, K. (May 1982). *Patterns of reasoning: Probability*. Paper presented at the annual meeting of the Australian Science Education Research Association, Sydney, Australia.

1981

Technical Reports: 1

Papers International/National: 9

Technical Report

01. Tobin, K., Ellett, C.D., & Capie, W. (1981). *A summary report of the South Carolina Education Improvement Task Force statewide teacher performance content verification survey*. Athens, GA: Performance Assessment Systems, (Tech Rep 81:1).

Papers Presented at National and International Meetings

09. Capie, W., Newton, R., & Tobin, K. (1981, May). *Identifying relationships among reasoning patterns*. Paper presented at the annual symposium of the Jean Piaget Society, Philadelphia.

08. Tobin, K., & Capie, W. (1981, April). *Assessing pupil engagement in learning activities*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, New York.

07. Tobin, K., Capie, W., & Newton, R. (1981, April). *Patterns of formal reasoning: Probabilistic reasoning*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, New York. (ERIC Document Reproduction Service No. ED207810)

06. Capie, W., Tobin, K., & Newton, R. (April, 1981). *Patterns of reasoning: Controlling variables*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, New York.

05. Newton, R., Capie, W., & Tobin, K. (April, 1981). *Patterns of reasoning: Proportional reasoning*. Paper presented at annual meeting of the National Association for Research in Science Teaching, New York.

04. Tobin, K. (1981, April). *Perspectives on improving classroom research: Experimental investigations of classroom processes*. Symposium presentation at the annual meeting of the American Educational Research Association, Los Angeles.

03. Tobin, K., & Capie, W. (1981, April). *Measuring pupil engagement*. A paper presented at the annual meeting of the American Educational Research Association, Los Angeles. (ERIC Document Reproduction Service No. ED2100274).

02. Tobin, K., & Capie, W. (1981, April). *An empirical investigation of the stability of variance components and generalizability coefficients derived from teacher performance data*. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles. (ERIC Document Reproduction Service No. ED206656).

01. Capie, W., Tobin, K., Ellett, C., & Johnson, C. (1981, April). *The dependability of teacher performance rating scales for making certification decisions*. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles.

1980

Technical Reports: 6

Papers International/National: 9

TECHNICAL REPORTS

06. Capie, W., & Tobin, K. (1980). *Planning teacher assessments: Sampling considerations*. Performance Assessment Systems, (Tech Rep 80:1).

05. Tobin, K., Capie, W., & Ellett, C.D. (1980). *Cluster analyses of ratings of importance to teaching of performance indicators*. Performance Assessment Systems, (Tech Rep 80:2).

04. Capie, W., Tobin, K., Ellett, C., & Johnson, C. (1980). *A factor analytic investigation of beginning teacher performance data*. Athens GA: Teacher Assessment Project, The University of Georgia.

03. Capie, W., Tobin, K., Ellett, C., & Johnson, C. (1980). *The reliability of the Teacher Performance Assessment Instruments*. Athens, GA: Teacher Assessment Project, The University of Georgia.

02. Capie, W., Tobin, K., & Ellett, C.D. (1980). *Application of generalizability analyses to making classification decisions based on teacher performance ratings*. Athens, GA: Teacher Assessment Project, The University of Georgia, 1980.

01. Tobin, K., Riley, J.P., & Capie, W. (1980). *An investigation of the relationships between teachers' use of formal operations and science process skill acquisition*. Science Education Center Report in the Research and Development Report Series, #32, Department of Science Education, University of Georgia, Athens, Georgia.

PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL MEETINGS

09. Tobin, K., & Capie, W. *Effects of teacher wait time and questioning quality on middle school science achievement*. Paper presented at the annual meeting of the American Psychological Association, Montreal, Canada, September 1980. (ERIC Document Reproduction Service No. ED196860).

08. Capie, W., & Tobin, K. *Establishing alternative measures of logical thinking for use in group settings*. Paper presented at the annual meeting of the American Psychological Association, Montreal, Canada, September 1980.

07. Tobin K., & Capie, W. (1980, April). *Applications of generalizability theory to classroom process measures*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Boston MA. (ERIC Document Reproduction Service No. ED188890).

06. Tobin, K., & Capie, W. (1980, April). *The development and validation of a pencil and paper test of logical thinking*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Boston, MA. (ERIC Document Reproduction Service No. ED188891)

05. Capie, E., Tobin, K., & Howell, M. (1980, April). *Using science achievement to validate student teacher competencies*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Boston, MA. (ERIC Document Reproduction Service No. ED186261).

04. Tobin, K., & Capie, W. (1980, April). *The development and validation of a group test of logical thinking*. Paper presented at the annual meeting of the American educational Research Association, Boston, MA. (ERIC Document Reproduction Service No. ED191885).

03. Capie, W., Tobin, K., & Howell, M. (1980, April). *Using pupil achievement to validate ratings of student teaching performance*. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

02. Capie, W., & Tobin, K. (1980, March). *A system for analysing lessons where investigations are planned*. Paper presented at the annual meeting of the Association for the Education of Teachers in Science, Anaheim CA.

01. Padilla, M., & Tobin, K. (1980, March). *Science teacher training for the middle school*. Paper presented at the annual meeting of the National Science Teachers Association, Anaheim CA.

Attachment 3: 1973-79

DISSERTATION

Doctoral Dissertation (University of Georgia, USA)

The effects of variations in teacher wait-time and questioning quality on integrated science process achievement for middle school students of differing formal reasoning ability and locus of control.
Dissertation Abstracts International, 41(4):1520-A, October, 1980.

Major Professor: Dr. William Capie

1973-79

Summary:

Total: 15

Refereed Journals: 8

Technical Reports: 2

Papers International/National: 2

Presented papers Regional: 2

Thesis: 1

Papers Published in Refereed Journals

08. Tobin, K. (1979). Meeting the needs of gifted students. *Science and Children*, March, p.58.
07. Tobin, K. (1978). Charge. *SCIOS*, **13**(2), 27-30.
06. Tobin, K. (1978). Primary policy. *SCIOS*, **13**(1), 20-23.
05. Tobin, K. (1977). Don't say it - pause. *SCIOS*, **12**(4), 15-18.
04. Tobin, K., & Garnett, P. (1977). Getting started in primary science. *SCIOS*, **12**(2), 33-41.
03. Tobin, K., & Garnett, P. (1977). Getting started in primary science. *Education*, **26**, 18-21.
02. Tobin, K. (1975). Aspects of primary science. *Graylands Education News*, **10**, 50-60.
01. Tobin, K., & Blakeway, D. (1973). The law and science teaching, *Filter*, **1**(6), 1-2.

Technical Reports

02. Tobin, K., Capie, W., Ellett, C., & Johnson, C. (1979). *A factor analytic investigation of the structure underlying beginning teacher performance data*. Athens GA: Teacher Assessment Project, The University of Georgia.
01. Tobin, K. (1978, June). *Cognitive development of teachers: Implications for science teaching*. Perth: Mount Lawley College of Advanced Education.

Papers Presented at National and International Meetings

02. Tobin, K. (1979, April). *The effect of an extended wait time on science achievement*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Atlanta, GA. (ERIC Document Reproduction Service No. ED171577).

01. Capie, W., Yeany, R. H., & Tobin, K. (1979, March). *Training toward and measuring science process skill teaching behaviors*. Training session at the annual meeting of the Association for Education of Teachers in Science, World Congress Center, Atlanta Ga.

Papers Presented at State and Regional Meetings

02. Tobin K., & Capie, W. (1979, December) *The relationships of formal reasoning ability, locus of control and time on task to science achievement*. Paper presented at the University of South Carolina Conference on Educational Research, Columbia SC. (ERIC Document Reproduction Service No. ED182184).

01. Tobin, K., & Capie, W. (1979, October). *The relationship of formal reasoning ability and locus of control*. Paper presented at the annual meeting of the Southeastern Association for the Education of Teachers in Science, Kelleyton Alabama. (ERIC Document Reproduction No. ED17938).

THESIS

The effect of an extended wait-time on concept formation and problem solving for children in senior primary grades. July, 1977. Master's Thesis (Western Australian Institute of Technology) Supervisor: Dr. Warren Walker.

Post-Doctoral Colleagues

03. Rowhea Elmesky (fall 2001 – spring 2004). Assistant professor, Washington University.

02. Catherine Milne (summer 2000 – summer 2002). Associate professor, New York University.

01. Jere Holman (fall 1988- spring 1990).
Associate professor, State University of New York, Geneseo.