#### My total publications number 31 books, 211 journal articles and 143 book chapters. In addition to these publications, a final section contains 39 monographs, technical reports and chapters in reports, a doctoral dissertation and a master's thesis. Finally, I published 8 journal articles, from 1973 to 1979, prior to obtaining my doctoral degree.

#### Publications

I list my publications in 7 stages corresponding to retirement; the Graduate Center; the University of Pennsylvania; Florida State University; Western Australian College of Advanced Education; and pre-doctoral publications.

Stage 7: In retirement years I have published 4 books, 2 journal articles, and 10 chapters.

**2022**

# Books

03. Tobin, K. & Alexakos, K. (Eds). (2022). Multilogical approaches to education and research on birth, sustainable living, dying and death. Leiden, The Netherlands: Brill.

02. Tobin, K. & Alexakos, K. (Eds). (2022). *Wellness and well-being: Educating the citizenry from pre-birth through death*. Leiden, The Netherlands: Brill.

01. Tobin, K. & Alexakos, K. (Eds). (2022). *Transforming learning and teaching: Heuristics for educative and responsible practices*. Leiden, The Netherlands: Brill.

**Journal**

Tobin, K. (2022). What will we research while our beds are burning? *Cultural Studies of Science Education*.

# Chapters

06. Tobin, K. (2022, Accepted July 26, 2017). A multilogical approach to authentic inquiry. In C., Siry, C., Schreiber, R., Gomez Fernandez, & B. Reuter (Eds.), *Critical methodologies for researching teaching and learning* (pp. xx–yy). Leiden, The Netherlands: Brill Publishers.

05. Tobin, K. & Alexakos, K. (2022). Heuristics for contemplative activities. In K. Tobin, & K. Alexakos, (Eds). *Transforming learning and teaching: heuristics for educative and responsible practices* (pp. 382-403). Leiden, The Netherlands: Brill | Sense.

04. Tobin, K. & Alexakos, K. (2022). Expanding the horizons of cogenerative dialogue. In K. Tobin, & K. Alexakos, (Eds). *Transforming learning and teaching: heuristics for educative and responsible practices* (pp. 39-66). Leiden, The Netherlands: Brill | Sense.

03. Tobin, K., Alexakos, K. & Powietrzynska, M. (2022). Coteaching: then, now, and in future. In K. Tobin, & K. Alexakos, (Eds). *Transforming learning and teaching: heuristics for educative and responsible practices* (pp. 18-38). Leiden, The Netherlands: Brill | Sense.

02. Tobin, K. & Alexakos, K. (2022). Using heuristics to enhance the quality of cultural production. In K. Tobin, & K. Alexakos, (Eds). *Transforming learning and teaching: heuristics for educative and responsible practices* (pp. 1-17). Leiden, The Netherlands: Brill | Sense.

01. Tobin, K. & Alexakos, K. (2022). Preface: Why this book and why should you read it? In K. Tobin, & K. Alexakos, (Eds). *Transforming learning and teaching: heuristics for educative and responsible practices* (pp. vii-xii). Leiden, The Netherlands: Brill | Sense.

**2021**

# Book

01. Tobin, K. & Alexakos, K. (Eds). (2021). *Doing authentic inquiry to improve learning and teaching*. Leiden, The Netherlands: Brill | Sense.

**Journal**

01. Tobin, K. & Alexakos, K. (2021). Global challenges need attention now educating humanity for wellness and sustainability. *Cultural Studies of Science Education*, *16*(3), 651–673. DOI: 10.1007/s11422-021-10080-6

# Chapters

04. Tobin, K. (2021). The spike in the curve. In K. Tobin, & K. Alexakos, (Eds). *Doing authentic inquiry to improve learning and teaching* (pp. 43-58). Leiden, The Netherlands: Brill | Sense.

03. Tobin, K. & Alexakos, K. (2021). Improving learning and teaching through authentic inquiry research

An Overview. In K. Tobin, & K. Alexakos, (Eds). *Doing authentic inquiry to improve learning and teaching* (pp. 1-19). Leiden, The Netherlands: Brill | Sense.

02. Tobin, K. & Alexakos, K. (2021). Doing authentic inquiry. In K. Tobin, & K. Alexakos, (Eds). *Doing authentic inquiry to improve learning and teaching* (pp. 21-42). Leiden, The Netherlands: Brill | Sense.

01. Tobin, K. & Alexakos, K. (2021). Purposeful research for transformation and the greater good. In K. Tobin, & K. Alexakos, (Eds). *Doing authentic inquiry to improve learning and teaching* (pp. 371-389 ). Leiden, The Netherlands: Brill | Sense.

Stage 6: At the Graduate Center 20 books, 58 journal articles and 74 book chapters were published.

**2019**

# Books

02. Tobin, K. (Ed.). (2019). *Mindfulness in education*. London: Routledge.

01. Bryan, L. & Tobin K. (Eds). (2019). *Critical issues and bold visions for science education: The road ahead.* Leiden, The Netherlands: Sense-Brill Publishing. ISBN 978-90-04-38964-9

# Chapters

04. Tobin, K. (2019). Foreword. In E. Watts, *Neanderthals in the classroom* (pp vii-xvi). New York: CRC Press an imprint of Taylor & Francis.

03. Tobin, K. (2019). The role of mindfulness in harmonizing sustainable lifestyles. In K. Tobin, (Ed.). (2019). *Mindfulness in education (pp.112-125)*. London: Routledge.

02. Tobin, K. (2019). Mindfulness in education. In K. Tobin, (Ed.). (2019). *Mindfulness in education (pp. 1-9 )*. London: Routledge.

01. Tobin, K., & Bryan, L. (2019). Bold visions for science education: A metalogue. In L. Bryan, & K. Tobin (Eds). *Critical issues and bold visions for science education: The road ahead* (pp. 1-15).Leiden, The Netherlands: Brill-Sense Publishing. DOI:10.1163/9789004389663\_001

**2018**

# Books

02. Ritchie, S. M. & Tobin, K. (Eds.) (2018). *Eventful learning: Learner emotions* Leiden, The Netherlands: Sense-Brill Publishing.

01. Bryan, L. & Tobin K. (Eds). (2018). *13 Questions: Reframing education's conversation: Science.* New York: Peter Lang.

# Journals

02. Tobin, K. (2018). The role of mindfulness in harmonizing sustainable lifestyles. Learning: Research and Practice,4, 112-125. DOI: 10.1080/23735082.2018.1435039.

01. Tobin, K. (2018). Mindfulness in education. Learning: Research and Practice, 4, 1-9. DOI:10.1080/23735082.2018.1433623.

# Chapters

02. Bryan, L. A., & Tobin, K. (2018). Of eggs, chickens, and deep-seated ideologies. In L. Bryan, & K. Tobin (Eds). *13 Questions: Reframing education's conversation: Science (pp. 1-4).* New York: Peter Lang.

01. Tobin, K. (2018). Methodological bricolage. In S. M. Ritchie & K. Tobin (Eds.), *Eventful learning: Learner emotions* (pp. 31–55). Leiden, The Netherlands: Brill-Sense Publishers.

**2017**

# Book

01. 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.

# Chapters

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. 345-369).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. 1-18).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. Otrel-­Cass, & C. Quigley (Eds). *Beyond cognition in science education* (pp. 221-247). er: NL, Dordrecht. DOI 10. 1007/978-319-43353-0\_12.

**2016**

# Book

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

# 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*, 27-40. DOI: 10.1007/s11422-015-9708-2

# 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.

**2015**

# Books

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

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

# 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

# Chapters

05. Powietrzynska, M. & Tobin, K. (2015).Mindfulness and science education. InR. Gunstone (Ed.). *Encyclopedia of science education* (pp. 642-647). Dordrecht: er. 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: er. 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: er. 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: er. DOI 10.1007/978-3-319-11608-2\_18.

**2014**

# Book

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.

# Journal

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

# 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: er. 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: er. 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., & Llena 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**

# 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: er. Contemporary trends and issues in science education, 41, DOI 10.1007/978-94-007-2748-9\_21

**2012**

# Book

01. Fraser, B. J., Tobin, K. G., & McRobbie, C. J. (Eds). (2012). *Second international handbook of science education.* Dordrecht: er DOI: [10.1007/978-1-4020-9041-7](https://doi.org/10.1007/978-1-4020-9041-7).

# 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: er.

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: er.

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**

# Book

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

# 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.

# Chapter

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**

# Journals

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

04. 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

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: er 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: er.

**2009**

# Book

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

# Journals

04. 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

03. 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.

02. 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.

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 research[[1]](#footnote-1)* (pp. 149-172). New York: Routledge.

**2008**

# Book

01. [[2]](#footnote-2)Tobin, K. (Ed.). (2008). *Teaching and Learning Science: A Handbook.* (Paperback version)--New York: Rowman, & Littlefield.

# Journals

06. Tobin, K. (2008). Collaborating during turbulent times. *Cultural Studies of Science Education*, *3*, 793-798.

05. Tobin, K. (2008). Contributing to the conversation in science education. *Cultural Studies of Science Education*, *3*, 535-540. DOI 10.1007/s11422-008-9143-8

04. Tobin, K. G. (2008). In search of new lights: Getting the most from competing perspectives. *Cultural Studies of Science Education*, 3, 227-230.

03. Tobin, K. (2008). An alternative vision for peer review: Dialogical perspectives. (Una visión alternativa de la evaluación por pares: Perspectivas dialógicas.) *Enseñanza de las Ciencias,* *26, 321-326*.

02. Joslin, P., Stiles, K. S., Marshall, J. S., Anderson, O. R., Gallagher, J. J., Kahle, J. B., Fensham, P., Lazarowitz, R., Rennie, L. J., Fraser, B., Staver, J. R., Gallard, A., Jiménez-Aleixandre, M. P., Dillon, J., Moscovici, H., Tuan, H-L., Emdin, C., Tobin, K., & Roth, W.-M. (2008). NARST: A lived history. *Cultural Studies of Science Education, 3*, 157–207.

01. Roth, W-M. Tobin, K., & Ritchie, S. (2008). Beyond common sense: Time and the organization of learning in an urban high school. *Science Education*, *92*, 115-140.

# Chapters

04. Tobin, K. (2008). Fostering science learning in diverse urban settings. In C. Henderson, M. Sabella, & L. Hsu (Eds). *2008 Physics education research conference* (pp. 50-52). Melville, NY: American Institute of Physics.

03. Tobin, K. (2008). Cultural relevance and alignment in science education. In A. Rodriguez, (ed.). *The multiple faces of agency: Innovative strategies for effecting change in urban school contexts*. (pp. 29–40). Rotterdam, NL: Sense Publishing.

02. Tobin, K., & Roth, W-M. (2008). In praise of heterogeneity. In A. Rodriguez, (ed.). *The multiple faces of agency: Innovative strategies for effecting change in urban school contexts*. (pp. 121-134). Rotterdam, NL: Sense Publishing.

01. Tobin, K. (2008). Structuring success in science labs. In A. Rodriguez, (ed.). *The multiple faces of agency: Innovative strategies for effecting change in urban school contexts.* (pp. 83–102). Rotterdam, NL: Sense Publishing.

**2007**

# Books

02. Roth, W-M., & Tobin, K. (Eds). (2007). *Science, learning, and identity: Sociocultural and cultural-historical perspectives.* Rotterdam, NL: Sense Publishing.

01. Tobin, K., & Roth, W-M. (Eds). (2007). *The culture of science education: Its history in person.* Rotterdam, NL: Sense Publishing.

# Journals

06. Tobin, K. (2007). Research with human participants. *Cultural Studies of Science Education*, *2,* 703-710.

05. Tobin, K. (2007). Breaking new ground in science education. *Cultural Studies of Science Education*, *2*, 305-308.

04. Tobin, K. (2007). Collaborating with students to produce success in science. *The Journal of Science and Mathematics in South East Asia*, *30*(2), 1-44.

03. Taylor, P. C., Luitel, B. C., Désautels, J., & Tobin, K. (2007). Contextualism and/or decontextualism, painting rich cultural pictures, and ethics of co-authorship. *Cultural Studies of Science Education, 2,* 639-655.

02. Tobin, K. (2007). Key contributors: Ernst von Glasersfeld’s radical constructivism. *Cultural Studies of Science Education*, 2, 529-538.

01. Ritchie, S., Tobin, K., Roth, W-M., & Carambo, C. (2007). Transforming an academy through the enactment of collective curriculum leadership. *Journal of Curriculum Studies,* *39*, 151-175.

# Chapters

11.Tobin, K. (2007).Learning to teach through coteaching and cogenerative dialogue. (pp. 185-209). In *Becoming a science partnership teacher: From mentoring to professional development.* Taipei: Psychological Publishing.

10. Tobin, K. (2007).Uses of cogenerative dialogue to create socially and culturally adaptive classrooms and distributed responsibility for teaching and learning. (pp. 261-274). In *Becoming a science partnership teacher: From mentoring to professional development.* Taipei: Psychological Publishing.

09. Tobin, K. (2007). Creating and sustaining productive educational research squads. In S. Ritchie (Ed.). *Research collaboration: Relationships and praxis*. (pp. 43-58). Rotterdam, NL: Sense Publishing.

08. Tobin, K. (2007). The revolution that was constructivism: Postscript. In E. von Glasersfeld, & M. Larochelle, *Key works on radical constructivism.* (pp. 291-297). Rotterdam, NL: Sense Publishing.

07. Tobin, K. (2007). Tell me what your life like …:Your life is dis—your life is dat—mine’s real. In W-M. Roth, & K. Tobin (Eds). *Science, learning, and identity: Sociocultural and cultural-historical perspectives.* (pp. 15-40). Rotterdam, NL: Sense Publishing.

06. Tobin, K., Rahm, J., Olitsky, S., & Roth, W-M. (2007). Urban science education. In W-M. Roth, & K. Tobin (Eds). *Science, learning, and identity: Sociocultural and cultural-historical perspectives.* (pp. 81-95). Rotterdam, NL: Sense Publishing.

05. Tonso, K., Scantlebury, K., Roth, W-M., & Tobin, K. (2007). Gendered identities. In W-M. Roth, & K. Tobin (Eds). *Science, learning, and identity: Sociocultural and cultural-historical perspectives.* (pp. 135-144). Rotterdam, NL: Sense Publishing.

04. Roth, W-M., Varelas, M., Hwang, S., & Tobin, K. (2007). Activity, agency, passivity. In W-M. Roth, & K. Tobin (Eds). *Science, learning, and identity: Sociocultural and cultural-historical perspectives.* (pp. 243-255). Rotterdam, NL: Sense Publishing.

03. Lee, Y-J., Brown, B., Kelly, G., Brickhouse, N., Lottero-Perdue, P., Roth, W-M., & Tobin, K. (2007). Discursive construction of identity. In W-M. Roth, & K. Tobin (Eds). *Science, learning, and identity: Sociocultural and cultural-historical perspectives.* (pp. 325-337). Rotterdam, NL: Sense Publishing.

02. Tobin, K., & Roth, W-M. (2007). Identity in science: What for? Where to? How? In W-M. Roth, & K. Tobin (Eds). *Science, learning, and identity: Sociocultural and cultural-historical perspectives.* (pp. 339-345). Rotterdam, NL: Sense Publishing.

01. Tobin, K. (2007). Issues of class in urban science education. In J. L. Kincheloe, (Ed.). *Cutting class* (pp. 171-198). NY: Rowman, & Littlefield.

**2006**

# Books

03. Tobin, K., & Kincheloe, J. L. (Eds). (2006). *Doing educational research: A handbook*. Rotterdam, NL: Sense Publishing.

02. Tobin, K. (Ed.). (2006). *Teaching and Learning Science: A Handbook.* Westport, CT: Praeger Press.

01. Tobin, K., & Roth, W-M. (2006). *Teaching to learn: A view from the field*. Rotterdam, NL: Sense Publishing.

**Journals**

08. Tobin, K. (2006). Collective responsibilities for research in science education—The tenure process. *Cultural Studies of Science Education*, *1*, 417-421.

07. Tobin, K. (2006). Toward a cultural turn in science education, *Cultural Studies of Science Education*, *1*, 7-10.

06. Roth, W-M, & Tobin, K. (2006). Announcing Cultural Studies of Science Education, *Cultural Studies of Science Education*, *1*, 1-5.

05. Elmesky, R., Olitsky, S., & Tobin, K. (2006). Forum: Structure, agency, and the development of students’ identities as learners. *Cultural Studies of Science Education*, *1*, 767-789.

04. Yerrick, R., Roth, W-M., & Tobin, K. (2006). Forum: The cultures of schooling and the reproduction of inequity. *Cultural Studies of Science Education, 1,* 253-272.

03. Tobin, K. (2006). Aligning the cultures of teaching and learning science in urban high schools.*Cultural Studies of Science Education*, *1*, 219-252.

02. Tobin, K. (2006). Learning to teach in diverse and dynamic classrooms. *Pedagogies: An International Journal, 1,* 123-133*.*

01. Tobin, K. (2006). Learning to teach through coteaching and cogenerative dialogue. *Teaching Education*, *17,* 133-142.

# Chapters

12. Tobin, K. (2006). Foreword. In J. L. Kincheloe, & K. Hayes,*Metropedagogy:* *Power, justice, and the urban classroom*. Rotterdam, Netherlands: Sense Publishing.

11. Tobin, K. (2006). Foreword. In B. Wassell, & I. Stith, *Infinite potential: Becoming an urban math and physics teacher*. Dordrecht, The Netherlands: er.

10. Tobin, K. (2006). The changing faces of research in science education: A personal journey. In K. Tobin, & W.-M. Roth (Eds). *The culture of science education: Its history in person* (pp. 47-58)*.* Rotterdam, NL: Sense Publishing.

09. Tobin, K. (2006). Qualitative research in classrooms: Pushing the boundaries of theory and methodology. In K. Tobin, & J. L. Kincheloe, (Eds). *Doing educational research: A handbook*. (pp. 15-59)*.* Rotterdam, NL: Sense Publishing.

08. Kincheloe, J. L., & Tobin, K. (2006). Doing educational research in a complex world: Preface. In K. Tobin, & J. L. Kincheloe (Eds). *Doing educational research: A handbook*. (pp. 3-14)*.* Rotterdam, NL: Sense Publishing.

07. Tobin, K. (2006). Verbal and non-verbal interactions in science classrooms. In K.Tobin, (Ed.). *Teaching and learning science: A handbook* (pp. 79-89)*.* Westport, CT: Praeger Press.

06. Tobin, K. (2006). Analyses of current trends and practices in science education. In K.Tobin, (Ed.). *Teaching and learning science: A handbook* (pp. 3-16)*.* Westport, CT: Praeger Press.

05. Tobin, K., & Milne, C. (2006). Preface. In K.Tobin, (Ed.). *Teaching and learning science: A handbook* (pp. xi-xv)*.* Westport, CT: Praeger Press.

04. Tobin, K. (2006). Teaching for improved learning. In K. M. Borman, S.E. Cahill, & B. A. Cotner (Eds). *The Praeger Handbook of American High Schools* (pp. 410-416)*.* Westport, CT: Praeger Press.

03. Tobin, K. (2006). Crash or crash through: Part 2—Structures that inhibit learning. In J. L. Kincheloe and R. Horn (Eds). *The Praeger Handbook of Educational Psychology* (pp. 575-583)*.* Westport, CT: Praeger Press.

02. Tobin, K. (2006). Crash or crash through: Part 1—Learning from enacted curricula. In J. L. Kincheloe and R. Horn (Eds). *The Praeger Handbook of Educational Psychology* (pp. 565-574). Westport, CT: Praeger Press.

01. Tobin, K. (2006). Why do science teachers teach the way they do and how can they improve practice?In P. Aubusson, A. Harrison, & S. M. Ritchie (Eds). *Metaphor and analogy in science education* (pp. 155-164)*.* Dordrecht, The Netherlands: Springer.

**2005**

# Books

02. Roth, W-M., & Tobin, K. (Eds). (2005). *Teaching together, learning together.* New York, NY: Peter Lang.

01. Tobin, K., Elmesky, R., & Seiler, G. (Eds). (2005). *Improving urban science education: New roles for teachers, students and researchers.* NY: Rowman, & Littlefield.

# Journals

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

03. Elmesky, R., & Tobin, K. (2005). Expanding our understandings of urban science education by expanding the roles of students as researchers*. Journal of Research in Science Teaching, 42,* 807-828.

02. Tobin, K. (2005). Building enacted science curricula on the capital of learners. *Science Education*, *89*, 577-594.

01. Roth, W-M., Tobin, K., Carambo, C., & Dalland, C. (2005). Producing alignment in coteaching. *Science Education*, *89*, 675-702.

# Chapters

09. Tobin, K. (2005). Becoming an urban science educator. In W-M Roth (Ed). *Auto/biography and auto/ethnography: Praxis of research method* (pp. 181-203). Rotterdam, The Netherlands: Sense Publishers.

08. Roth, W-M., & Tobin, K. (2005). Introduction. In W-M Roth and K. Tobin (Eds). *Teaching together, learning together* (pp. ix-xviii)*.* New York, NY: Peter Lang*.*

07. Roth, W-M., & Tobin, K. (2005). Coteaching: from praxis to theory. In W-M Roth and K. Tobin (Eds). *Teaching together, learning together* (pp. 5-26)*.* New York, NY: Peter Lang.

06. Tobin, K. (2005). Exchanging the baton: Exploring the co in coteaching. In W.-M. Roth & K. Tobin (Eds). *Teaching together, learning together* (pp. 141-161)*.* New York, NY: Peter Lang.

05. Tobin, K, & Roth, W-M. (2005). Coteaching / cogenerative dialoguing in an urban science teacher preparation program. In W-M Roth and K. Tobin (Eds). *Teaching together, learning together* (pp. 59-77)*.* New York, NY: Peter Lang.

04. Tobin, K, & Roth, W-M. (2005). Epilogue. In W-M Roth and K. Tobin (Eds). *Teaching together, learning together* (pp. 249-263)*.* New York, NY: Peter Lang.

03. Tobin, K. (2005). Urban science as a culturally and socially adaptive practice. In K. Tobin, R. Elmesky, & G. Seiler (Eds). *Improving urban science education: New roles for teachers, students and researchers* (pp. 21-42)*.* NY: Rowman, & Littlefield.

02. Tobin, K. (2005). Transforming the future while learning from the past. In K. Tobin, R. Elmesky, & G. Seiler (Eds). *Improving urban science education: New roles for teachers, students and researchers* (pp. 299-319)*.* NY: Rowman, & Littlefield.

01. Tobin, K. (2005). Using technology in the classroom. In J. Kincheloe (Ed.), *Classroom teaching: An introduction* (pp. 147-164). New York, NY: Peter Lang.

**2004**

# Journals

04. Roth, W-M. Tobin, K., Carambo, C., & Dalland, C. (2004). Coteaching: Creating resources for learning and learning to teach chemistry in urban high schools. *Journal of Research in Science Teaching, 41,* 882-904*.*

03. Roth, W-M., & Tobin, K. (2004, February). Cogenerative dialoguing and metaloguing: Reflexivity of processes and genres. [35 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* [On-line Journal], 5(3). Available at: <http://www.qualitative-research.net/fqs/fqs-eng.htm>.

02. Roth, W-M., & Tobin, K. (2004). Coteaching: From praxis to theory. *Teachers and Teaching: Theory and Practice, 10(2),* 161-180*.*

01. 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.

# Chapters

02. Tobin, K. (2004). Teaching science in urban high schools: When the rubber hits the road. In R. Yerrick, & W-M. Roth (eds). *Establishing scientific classroom discourse communities: Multiple voices of research on teaching and learning* (pp. 265-286)*.* Mahwah, NJ: Lawrence Erlbaum Associates.

01. Tobin, K., Yerrick, R., & Roth W-M. (2004). Expanding agency and changing social structures. In R. Yerrick, & W-M. Roth (eds). *Establishing scientific classroom discourse communities: Multiple voices of research on teaching and learning* (pp. 287-291)*.* Mahwah, NJ: Lawrence Erlbaum Associates.

**2003**

# Journals

03. Bleicher, R., Tobin, K., & McRobbie, C. (2003). Opportunities to talk science in a high school chemistry classroom. *Research in Science Education*, *33*, 319-339.

02. Tobin, K., Zurbano, R., Ford, A., & Carambo, C. (2003). Learning to teach through coteaching and cogenerative dialogue. *Cybernetics, & Human Knowing 10*,51-73.

01. Seiler, G., Tobin, K., & Sokolic, J. (2003). Reconstituting resistance in urban science education. *Journal of Research in Science Teaching*, *40*, 101-103.

# Chapters

01. Tobin, K. (2003). Teaching science in urban high schools. In J. Wallace, & J. Loughran, *Leadership and professional development in science education: New possibilities for enhancing teacher learning* (pp. 34-47). London: RoutledgeFalmer Publishers.

Stage 5: During my six years at the University of Pennsylvania (1997-2003) I published 4 books, 31 journal articles and 17 chapters in books.

**2002**

# Books

02. Roth, W-M., & Tobin, K. (2002). *At the elbows of another: Learning to teach through coteaching*. New York, NY: Peter Lang Publishing.

01. Taylor, P., Gilmer, P., & Tobin, K. (Eds) (2002). *Transforming undergraduate science teaching: Social constructivist perspectives*. New York, NY: Peter Lang Publishing.

# Journals

08. Roth, W-M., & Tobin, K. (2002). Peer review in science education: An introduction. *Research in Science Education, 32,* 127-134*.*

07. Barton, A. C., & Tobin, K. (2002). Learning about transformative research through others' stories: What does it mean to involve "others" in science education reform? *Journal of Research in Science Teaching*, *39*, 110-113.

06. Tobin, K., & Roth, W-M. (2002). Concerning the ibility of judgments from the side, the rear, and on high: A dialogue about Scriven’s critique. *Journal of Personnel Evaluation in Education,16,* 307-314.

05. Roth, W.-M., & Tobin, K. (2002). Redesigning an "urban" teacher education program: An activity

theory perspective. *Mind, Culture, & Activity*, *9* (2), 108-131.

04. Tobin, K., & Roth, W-M. (2002). The contradictions in science education peer review and possibilities for change. *Research in Science Education, 32,* 269-280*.*

03. Tobin, K. (2002). The multiple faces of peer review in science education. *Research in Science Education*, 32, 135-156.

02. Roth, W-M., Tobin, K., & Zimmermann, A. (2002). Coteaching/cogenerative dialoguing: learning environments research as classroom praxis. *Learning Environments Research*, *5*, 1-28.

01. Roth, W-M., Tobin, K., Zimmermann, A., Bryant, N., & Davis, C. (2002). Lessons on/from the dihybrid cross: An activity theoretical study of learning in coteaching. *Journal of Research in Science Teaching, 39,* 253-282.

# Chapters

05. Tobin, K., Elmesky, R., & Carambo, C. (2002). Learning environments in urban science classrooms: Contradictions, conflict and the reproduction of social inequality. In S. C Goh, & S. K. Myint (Eds). *Studies in educational learning environment: An international perspective* (pp. 101-129). Singapore: World Scientific Publishing Co.

04. Tobin, K., & Roth, W-M. (2002). Evaluation of science teaching performance through coteaching and cogenerative dialoguing. In J. Altschuld, & D. Kumar (Eds). *Evaluation in science education in the 21st century* (pp. 187-217). Dordrecht, Netherlands: Kluwer Academic Publishing.

03. Tobin, K. (2002). Learning to teach science using the internet to connect communities of learners. In Taylor, P., Gilmer, P., & Tobin, K. (Eds). *Transforming undergraduate science teaching: Social constructivist perspectives* (pp. 323-348). New York, NY: Peter Lang Publishing.

02. Roth, W.-M., & Tobin, K. (2002) College physics teaching: From boundary work to border crossing and community building. In Taylor, P., Gilmer, P., & Tobin, K. (Eds). *Transforming undergraduate science teaching: Social constructivist perspectives* (pp. 145-180). New York, NY: Peter Lang Publishing.

01. Tobin, K. (2002). Beyond the bold rhetoric of reform: (Re)Learning to teach science appropriately. In W-M. Roth and J. Desautels. *Science education as/for sociopolitical action* (pp. 125-150). NY: Peter Lang Publishing.

**2001**

# Book

01. Roth, W.-M., Tobin, K., & Ritchie, S., (2001). *Re/constructing elementary science*. New York, NY: Peter Lang Publishing.

# Journals

10. Gallagher, J. J., Tobin, K. G., & Barton, A. C. (2001). Preface. *Journal of Research in Science Teaching*, *38*, 1063-1064.

09. Barton, A. C., Tobin, K., & Gallagher, J. (2001). Preface. *Journal of Research in Science Teaching*, *38*, 981-982.

08. Barton, A. C., & Tobin, K. (2001). Preface: Urban science education. *Journal of Research in Science Teaching, 38,* 843-846.

07. Tobin, K. (2001). Learning/knowing how to teach science in urban high schools. *Educational Horizons,* ,41-45.

06. Tobin, K., Roth W-M., & Zimmermann, A. (2001). Learning to teach in urban schools. *Journal of Research in Science Teaching, 38,* 941-964*.*

05. Seiler G., Tobin, K., & Sokolic J. (2001). Design, technology and science: Sites for learning, resistance and social reproduction in urban schools. *Journal of Research in Science Teaching, 38,* 746-767.

04. Roth W-M., & Tobin, K. (2001). Learning to teach science as practice. *Teaching and Teacher Education, 17*, 741-762. https://doi.org/10.1016/S0742-051X(01)00027-0

03. Roth, W-M., & Tobin, K. (2001). The Implications of coteaching/cogenerative dialogue for teacher evaluation: Learning from multiple perspectives of everyday practice. *Journal of Personnel Evaluation in Education, 15,* 7-29.

02. Roth, W.-M., Lawless, D., & Tobin, K. (2001). Time to teach: Toward a praxeology of teaching. *Canadian Journal of Education*, *25*(1), 1-15.

01. Ritchie, S. M., & Tobin, K. (2001). Actions and discourses for transformative understanding in a middle school science class. *International Journal of Science Education*. *23*, 283-299.

# Chapters

02. Tobin, K. (2001). Both/and perspectives on the nature of science. In J. Wallace, & W. Louden, (Eds.), *Dilemmas of science teaching: Perspectives on problems of practice* (pp. 15-18). London: RoutledgeFalmer.

01. Tobin, K. (2001). Helping students realize their potential. In D.J. Tippins, T. Koballa, & B. Payne, (Eds). *Learning from cases: Unraveling the complexities of elementary science teaching* (pp. 59-61). Needham Heights, MA: Allyn, & Bacon Publishing.

**2000**

# Journals

05. Tobin, K. (2000). Catalysing changes in research on learning environments: Regional Editor’s introduction. *Learning Environments Research: An International Journal, 2*, 223-224.

04. Nichols, S., & Tobin, K. (2000). Discursive practice among teachers co-learning during field-based teacher preparation experiences. *Action in Teacher Education*, *22*(2A), 45-54.

03. Roth, W-M., Lawless, D. V., & Tobin, K. (2000). {Coteaching | Cogenerative Dialoguing} as praxis of dialectic method*. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research [On-line Journal], 1(3).* Available at:

http://qualitative-research.net/fqs/fqs-eng.htm *[Date of access: Month Day, Year].*

02. Tobin, K. (2000). Becoming an urban science educator. *Research in Science Education*, *30*(1), 89-106.

01. Muire, C., Tobin, K., & Davis, N.T. (2000). Re-imagining teacher education through distance learning. *Florida Technology in Education Quarterly,* 12, 1-19.

# Chapters

02. Tobin, K. (2000). Interpretive research in science education. In A. E. Kelly, & R. Lesh (Eds.), *Handbook of research design in mathematics and science education* (pp. 487-512). Mahwah, NJ: Lawrence Erlbaum Associates.

01. Tobin, K. (2000). Constructivism in science education: Moving on … In D. C. Phillips, *Constructivism in education*, (NSSE Yearbook, pp. 227-253). Chicago, Illinois: The University of Chicago Press.

#### 1999

# Journals

06. Goh, S.W., & Tobin, K. (1999). Student and teacher perspectives in a computer-mediated learning environment in teacher education. *Learning Environment Research: An International Journal*, *2*, 169-190.

05. Tobin, K. (1999). The value to science education of teachers researching their own praxis. *Research in Science Education, 29*, 159-169

04. 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.

03. Tobin, K. (1999). The Internet as a tool for the reform of science teacher education: Transformative agent or catalyst for cultural reproduction? [Internet como instrumento de formación de los maestros de ciencias: ¿Agente transformador o catalizador de la reproducción cultural?] *Enseñanza de las Ciencias* 17(2), 155-164.

02. Tobin, K., Seiler, G., & Smith, M. W. (1999). Educating Science Teachers for the Sociocultural Diversity of Urban Schools *Research in Science Education, 29*, 68-88.

01. Tobin, K. (1999). Teachers as researchers and researchers as teachers*. Research in Science Education*, 29, 1-3.

# Chapters

03. Tobin, K. (1999). Social Constructivism: A referent for thinking about teaching or a way to teach? In T. R. Koballa, Jr., & D. J. Tippins (Eds.) *The Promise and Dilemmas of Teaching Middle and Secondary Science: A Classroom Case Handbook* (pp. 125-132). Upper Saddle Ridge, NJ: Merrill/Prentice-Hall.

02. Tobin, K., & McRobbie, C. (1999). Perspectives on the adequacy of teacher re-presentations of knowledge of electrochemistry. In J. Gess Newsome, & N. Lederman *Pedagogical content knowledge and the teaching of science* (pp. 215-234). The Netherlands: Kluwer.

01. Tobin, K. (1999). *Social constructivist perspectives on the teaching of science*. In H. Waxman, & H. Walberg (Eds). New direction for research on teaching (pp. 269-284). Berkeley, CA: McCutchan Publishing Co.

#### 1998

# Book

01. Fraser, B.J., & Tobin K. (Eds). (1998). *International Handbook of Science Education*. Dordrecht, The Netherlands: Kluwer.

# Journals

02. Tobin, K. (1998). Qualitative perceptions of learning environments on the world wide web. *Learning Environment Research: An International Journal*, 1, 139-162.

01. Tobin, K. (1998). Authentic practice of elementary science. *International Journal of Educational Research,* Chapter 4, 303-310.

# Chapters

05. Tobin, K. (1998). Ethical issues associated with research on teaching and learning. *Les Journeés du Cirade* (pp. 95-125). Centre Interdisciplinaire de Recherche sur l’Apprentissage et le Développement en Éducation, Université du Québec à Montréal.

04. Tobin, K. (1998). Sociocultural perspectives on the teaching and learning of science. In M. Larochelle, N. Bednarz, & J. Garrison, *Constructivism and Education* (pp. 195-212). London: Cambridge University Press.

03. Schaller, J., & Tobin, K. (1998). Quality criteria for the genres of interpretive research. In Malone, J. Atweh, W., & Northfield, J. *Aspects of postgraduate supervision and research* (pp. 39-60). Hillsdale, NJ: Lawrence Erlbaum, & Associates.

02. 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.

01. Tobin, K., & Fraser, B.J. (1998). Qualitative and quantitative landscapes of classroom learning environments. In B.J. Fraser and K. Tobin (Eds). *International handbook of science education* (pp. 623-640). The Netherlands: Kluwer.

#### Stage 4: During my decade at Florida State University (1987 to 1997) I published 2 books, 68 journal articles and 37 chapters in books.

#### 1997

# Journals

06. Roth, W.M., Tobin, K., & Shaw, K. (1997). Cascades of inscriptions and the re-presentation of nature: How numbers, tables, graphs, and money come to re-present a rolling ball. *International Journal of Science Education*, *19*, 1075-1091.

05. Tobin, K., & McRobbie, C. (1997). Beliefs about the nature of Science and the enacted science curriculum. *Science and Education*, 6, 355-371.

04. McRobbie, C., & Tobin, K. (1997). A social constructivist perspective on learning environments *International Journal of Science Education*, *19*, 193-208.

03. Tobin, K., McRobbie, C.J., & Anderson, D. (1997). Dialectical constraints to the discursive practices of a high school physics community. *Journal of Research in Science Teaching* 34, 491-507.

02. Ritchie, S.M., Tobin, K., & Hook, K.S. (1997). Viability of mental models in learning chemistry. *Journal of Research in Science Teaching*, 34, 223-238.

01. Bodner, G. M., Metz, P.A., & Tobin, K. (1997). Cooperative learning: An alternative to teaching at a medieval university. *Australian Science Teachers’ Journal*, 43, 23-28.

# Chapter

01. Tobin, K. (1997). The teaching and learning of elementary science. In G.D Phye (Ed.), *A handbook of classroom learning: The construction of academic knowledge* (pp. 369-403). Orlando, FL: Academic Press.

#### 1996

# Journals

04. Tobin, K., & Tippins, D. (1996). Metaphors as seeds for learning and the improvement of science teaching. *Science Education*, *80*, 711-730.

03. Tobin, K., & McRobbie, C.J. (1996). Cultural myths as restraints to the enacted science curriculum. *Science Education*, *80*, 223-241.

02. Tobin, K., & McRobbie, C. (1996). Significance of limited English proficiency and cultural capital to the performance in science of Chinese-Australians. *Journal of Research in Science Teaching*, *33*, 265-282.

01. Roth, W.M., & Tobin, K. (1996). Aristotle and natural observation versus Galileo and (stacked) scientific experiment or physics lectures as rhetorical events. *Journal of Research in Science Teaching, 33*, 135-157.

# Chapters

03. Tobin, K. (1996). Cultural perspectives on the teaching and learning of science. In Ogawa, M. (Ed). *Traditional culture, science and technology and development - Toward a new literacy for science and technology* (pp. 75-99). Tokyo, Japan: Research Project, Science-Technology and Society.

02. Tobin, K. (1996). Teacher learning, teacher education and educational reform. In Treagust, D.F., Duit, R., and Fraser, B.J. *Improving Teaching and learning in science and mathematics*. (pp. 175-189). New York: Teachers College Press.

01. Fraser, B.J., & Tobin, K. (1996). Exemplary teaching of science: Its meaning in the post-compulsory years. In P. Fensham, (Ed.). *Science and technology education in post-compulsory education* (pp. 98-118). Melbourne, Australia: The Australian Council for Educational Research.

#### 1995

# Journals

06. Ritchie, S.M., Tobin, K., & Hook, K.S. (1995). Exploring the boundaries: A study of multiple classroom learning environments. *Research in Science Education*, 25(3), 307-322.

05. Tobin, K., Roth, W. M., & Brush, S. (1995). Teaching physics to prospective elementary teachers: Bridging gaps or widening chasms? *Research in Science Education*, *25*(3), 267-281.

04. Tippins, D.J., Tobin, K., & Nichols, S.E. (1995). Constructivism as a referent for elementary science teaching and learning. *Research in Science Education*, *25*(2), 135-149.

03. 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.

02. Lorsbach, A., & Tobin, K. (1995). Toward a critical approach to the study of learning environments in science classrooms. *Research in Science Education, 25*(1), 19-32.

01. 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.

# Chapters

08. Tobin, K. (1995). Teacher change and the assessment of teacher performance. In Fraser, B.J., & Walberg, H. *Improving science education* (pp. 145-170)*.* Brussels: International Academy of Education.

07. 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* (pp. 1204-1216). Minneapolis: University of Minnesota.

06. Tobin K. (1995). Integrating science across the curriculum. In Chemistry: Connections to our changing world (pp. 48-49). Englewood Cliffs, NJ: Prentice Hall.

05. Tobin, K. (1995). Learning from the stories of science teachers. In A. Haley Oliphant, *Exploring the place of exemplary science teaching* (pp. 161-180)*.* Washington, DC: AAAS Press.

04. Tobin, K. (1995) Critical perspectives on constructivism, power, and the mediation of science learning In A. Hofstein, B. Eylon,& G. J. Giddings (1995). *Israel—Science education: From theory to practice* (pp. 301-309). The Weizmann Institute of Science. ISBN 965 281 0037.

03. Tobin, K. (1995). Impediments to the improvement of teaching and learning practices in science classrooms in developing countries. In A. Hofstein, B. Eylon,& G. J. Giddings (1995). *Israel—Science education: From theory to practice* (pp. 279-287). Israel: The Weizmann Institute of Science. ISBN 965 281 0037.

02. Tobin, K., Tippins, D.J., & Hook, K.S. (1995). Students' beliefs about epistemology, science, and classroom learning: A question of fit. In S. Glynn, & R. Duit (Eds.), *Learning science in the schools: Research informing practice* (pp. 85-108). New York: Erlbaum.

01. Tobin, K. (1995). Gender equity and the enacted science curriculum. In Parker, L., Rennie, L., & Fraser, B.J. *Gender Issues in Science Education* (pp. 119-127). Dordrecht, NL: Kluwer.

#### 1994

# Journals

04. Hester, M., Nichols, S., & Tobin, K. (1994). What’s happening in science in Florida’s elementary schools? *Florida Science Teacher,* **10**(1), 19-24.

03. Tobin, K. Tippins, D.J., & Hook, K.S. (1994). Referents for changing a science curriculum: A case study of one teacher’s change in beliefs. *Science, & Education*, **3**(3), 245-264.

02. Hester, M.M., & Tobin, K. (1994). Mathematics in Florida’s Elementary Schools: A statewide survey of mathematics teaching and learning. *Dimensions in Mathematics*, **14**(1), 20-30.

01. Tippins, D.J., Nichols, S., & Tobin, K. (1994). Reconstructing science teacher education within communities of learners. *Journal of Science Teacher Education*, **4**(3), 65-72.

# Chapter

01. Tobin, K., Tippins, D.J., & Gallard, A. (1994). Research on instructional strategies for teaching science. In D. L. Gabel, *Handbook for Research on Science Teaching* (pp. 45-93). New York: Macmillan.

#### 1993

# Book

01. Tobin, K (Ed.). (1993). *The practice of constructivism in science education*. Washington, D.C.: American Association for the Advancement of Science Press.

ALSO published as

01. Tobin, K. (Ed.). (1993). *The practice of constructivism in science education*. Hillsdale, NJ: Lawrence Erlbaum, & Associates.

# Journals

03. Tippins, D., Tobin, K., & Hook, K. (1993). Constructivist perspectives on the ethical dimensions of teaching. *Journal of Moral Education*, 22(3), 221-240.

02. Tobin, K. (1993). Referents for making sense of science teaching. *International Journal of Science Teaching*, *15*(3), 241-254.

01. Tippins, D.J., Tobin, K., & Hook, K. (1993). Dealing with dilemmas of laboratory science: Making sense of safety from a constructivist perspective. *International Journal of Science Education*, *15*(1), 45-59.

# Chapters

05. Tobin, K. (1993). Constructivist perspectives on teacher learning. In Tobin, K. (Ed.), *The practice of constructivism in science education*. Washington, D.C.: AAAS Press. Chapter 13, 213-226.

04. Tobin, K., & Tippins, D.J. (1993). Constructivism as a referent for teaching and learning. In Tobin, K. (Ed.), *The practice of constructivism in science education* (pp. 3-21). Hillsdale, NJ: Lawrence Erlbaum, & Associates.

03. Tobin, K. (1993). An interpretive account of a conference on the preparation of elementary teachers of science and mathematics. In A.L. Gardner, K.F. Cochran, & Tobin, K. (Eds). *Critical issues in reforming elementary teacher preparation in mathematics and science* (pp. 367-392). Greeley, NC: University of Northern Colorado.

02. Barrow, D., & Tobin, K. (1993). Reflections on the role of teacher education in science curriculum reform. In R. Rubba, L. Campbell, & T. Dana (Eds.), Excellence in educating teachers of science. *1993 Yearbook of the Association for the Education of Teachers in Science* (pp. 115-130). Columbus, OH: ERIC Clearinghouse for Science, Mathematics and Environmental Education.

01. Tobin, K., & Imwold, D. (1993). The mediational role of constraints in the reform of mathematics curricula. In J.A. Malone, & P.C.S. Taylor *Constructivist interpretations of teaching and learning mathematics* (pp. 15-34). Perth, Australia: Curtin University Press.

#### 1992

# Journals

05. Fraser, B.J., Tobin, K., Kahle, J.B. (1992). Factors which militate against learning science with understanding. *Australian Science Teachers Journal*, *38*(3), 63-66.

04. Tobin, K., & Dawson, G. (1992) Constraints to curriculum reform: Teachers and the myths of schooling. *Educational Technology Research and Development*, *40*(1), 81-92.

03. Fraser, B.J., Tobin, K., & Kahle, J.B. (1992). Learning science with understanding: In search of the Holy Grail? *Research in Science and Technology Education*, *10*(1), 65-81.

02. Lorsbach, A.W., Tobin, K., Briscoe, C., & Ulerick LaMaster, S. (1992). An interpretation of assessment methods in middle school science. *International Journal of Science Education*, *14*(3), 305-317.

01. Tobin, K. (1992). Ethical concerns and research in science classrooms: Resolved and unresolved dilemmas. *Science Education*, *76*(1), 105-117

# Chapters

04. Fraser, B.J., & Tobin, K. (1992). Combining qualitative and quantitative methods in the study of learning environments. In H.C. Waxman, & C.D. Ellett (Eds). *The study of learning environments. Volume 5* (pp. 21-33). Houston, TX: University of Houston.

03. 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.

02. Tobin, K., & Jakubowski, E. (1992). The cognitive requisites for improving the performance of elementary mathematics and science teaching. In Ross, E.W., Cornett, J.W., & McCutcheon, G. (eds.), *Teacher personal theorizing: Connecting curriculum practice, theory and research* (pp 161-178). Columbia University: University Press.

01. Tobin, K., & Ulerick, S. (1992). An interpretation of high school science teaching based on metaphors and beliefs for specific roles. In Ross, E.W., Cornett, J.W., & McCutcheon, G. (eds.), *Teacher personal theorizing: Connecting curriculum practice, theory and research* (pp 115-136). Columbia University: University Press.

#### 1991

# Edited Journal

01. Gruender, C. D., & Tobin, K. (1991). *Science Education*. Special issue on the History and Philosophy of Science and Science Teaching, 75(1). Special guest editors.

# Journals

06. Tobin, K., & Hsiung, C.T. (1991). The process of learning through scientific experiments. Elementary Education, 31 (11, & 12), 2-5. (Article in Chinese).

05. Tobin, K., Davis, N.T., Shaw, K.L., & Jakubowski, E.H. (1991). Enhancing science and mathematics teaching. *Journal of Science Teacher Education*, 2(4), 85-89

04. Tobin, K. (1991). Anthropological perspectives on science classrooms: Teachers' role perceptions. *Florida Science Teachers Journal*, 7(1), 9,10,19.

03. Jakubowski, E., & Tobin, K. (1991). Enhancement of mathematics and science teaching. *Florida Journal of Teacher Education*, 6, 96-107.

02. Fraser, B.J., Rennie, L.J., & Tobin, K. (1991). The learning environment as a focus in a study of higher-level cognitive learning. *International Journal of Science Education*, 12(5), 531-548.

01. Gruender, D., & Tobin, K. (1991). Promise and prospect. *Science Education*, 75(1), 1-8.

# Chapters

06. 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* (pp. 271-292. London: Pergamon Press.

05. Jakubowski, E., & Tobin, K. (1991). Building favorable learning environments through the empowerment of teachers and students. In B.J. Fraser, & H.J. Walberg (Eds). *Educational environments: Evaluation, antecedents and consequences*. London: Pergamon Press.

04. Tobin, K. (1991). Learning from interpretive research in science classrooms. In Gallagher, J.J. (ed.) *Interpretive research in science classrooms*. NARST monograph series number four. Cincinnati, OH: The University of Cincinnati.

03. Gallagher, J.J., & Tobin, K. (1991). How to write a report of interpretive research. In Gallagher, J.J. (ed.) *Interpretive research in science classrooms*. NARST monograph series number four. Cincinnati, OH: The University of Cincinnati.

02. Fraser, B.J., & Tobin, K. (1991). Psychosocial environment in exemplary teachers' classrooms. In Waxman, H.C., & Ellett, C.D. *The study of learning environments, Volume 4*, (pp. 13-31). Houston, TX: College of Education, University of Houston.

01. Tobin, K., & Fraser, B.J. (1991). What can we learn from exemplary teachers of science and mathematics? In H. Waxman, & H. Walberg, (Eds) *Effective teaching: Current research* (pp. 217-236). Berkeley, CA: McCutchan Publishing Company.

#### 1990

# Book

01. Tobin, K., Kahle, J.B., & Fraser, B.J. (Eds). (1990). *Windows into science classrooms: Problems associated with higher-level learning.* London: Falmer Press.

# Journals

07. Tobin, K. (1990). Social constructivist perspectives on the reform of science education. *Australian Science Teachers Journal*, 36(4), 29-35.

06. Tobin, K., Treagust, D.F., & Chandran, S. (1990). Author's response to the comments and criticisms of Dr. Jophus Anamuah-Mensah. *Journal of Research in Science Teaching*, 27(6), 611-613.

05. Tobin, K., Briscoe, C., & Holman, J.R. (1990). Overcoming constraints to effective elementary science teaching. *Science Education*, 74(4), 409-420.

04. Tobin, K. (1990). Research on science laboratory activities: In pursuit of better questions and answers to improve learning. *School Science and Mathematics*, 90(5), 403-418.

03. Tobin, K. (1990). Changing metaphors and beliefs: A master switch for teaching. *Theory Into Practice*, 29(2), 122-127.

02. Tobin, K., & Espinet, M. (1990). Teachers helping teachers to improve high school mathematics teaching. *School Science and Mathematics*, 90, 232-244.

01. 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.

# Chapters

04. Tobin, K., Kahle, J.B., & Fraser, B.J. (1990). Conclusion: Barriers to high level cognitive learning in science. In Tobin, K., Kahle, J.B., & Fraser, B.J. *Windows into science classrooms: Problems associated with higher-level learning* (pp. 222-241).London: Falmer Press.

03. Tobin, K. (1990). Teacher mind frames and science learning. In Tobin, K., Kahle, J.B., & Fraser, B.J. *Windows into science classrooms: Problems associated with higher-level learning* (pp. 33-91).London: Falmer Press.

02. Tobin, K. (1990). Methods and background. In Tobin, K.,Kahle, J.B., & Fraser, B.J. *Windows into science classrooms: Problems associated with higher-level learning* (pp. 14-32). London: Falmer Press.

01. Tobin, K., Kahle, J.B., & Fraser, B.J. (1990). Learning science with understanding: In search of the holy grail? In Tobin, K., Kahle, J.B., & Fraser, B.J. *Windows into science classrooms: Problems associated with higher-level learning* (pp. 1-13). London: Falmer Press.

#### 1989

# Journals

10. Tobin, K. (1989). Enhancing the quality of high school science teaching. *Florida Journal of Teacher Education*, 6, 64-73.

09. Tobin, K., & Fraser, B. (1989). Barriers to higher-level cognitive learning in high school science. *Science Education*, 73(6), 659-682.

08. Tobin, K., & Malone, J. (1989). Differential student participation in whole-class activities. *Australian Journal of Education*, 33(3), 320-331.

07. Korbosky, R., Fraser, B.J., & Tobin, K. (1989). The potential of case studies of exemplary mathematics teaching. *International Journal of Mathematical Education in Science and Technology*, 20(6), 885-896.

06. Ciupryk, F.A., Fraser, B.J., Malone, J.A., & Tobin, K. (1989). Exemplary grade 1 mathematics teaching: A case study. *Journal of Research in Childhood Education*, 4(1), 40-50.

05. Fraser, B.J., & Tobin, K. (1989). Student perceptions of psychosocial environment in classrooms of exemplary science teachers. *International Journal of Science Education*, 11(1), 19-34.

04. Tobin, K., & Fraser, B.J. (1989). Case studies of exemplary science and mathematics teaching. *School Science and Mathematics*, 89(4), 320-334.

03. Tobin, K., Deacon, J., & Fraser, B.J. (1989). An investigation of exemplary physics teaching. *The Physics Teacher*, 27(3), 144-150.

02. 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.

01. Garnett, P.J., & Tobin K. (1989). Teaching for understanding: Exemplary practice in high school chemistry teaching. *Journal of Research in Science Teaching*, 26, 1-14.

# Chapters

05. Fraser, B., & Tobin, K. (1989). A study of exemplary science and mathematics teachers. In Matyas, M. L., Tobin, K., & Fraser, B.J. (Eds) *Looking into windows: Qualitative research in science education*. Washington, D.C.: American Association for the Advancement of Science.

04. Tobin, K. (1989). Teachers as researchers: Expanding the knowledge base of teaching and learning. In Matyas, M. L., Tobin, K., & Fraser, B.J. (Eds) *Looking into windows: Qualitative research in science education*. Washington, D.C.: American Association for the Advancement of Science.

03. Tobin, K. (1989). Learning in science classrooms. In *Curriculum development for the year 2000* (pp. 25-38). Colorado s, Colorado: Biological Sciences Curriculum Study.

02. Tobin, K. (1989). *Teacher assessment systems: A personal view*. In J. Lokan, & P. McKenzie (Eds). *Teacher appraisal: Issues and approaches* (p. 81-89). Hawthorn, Australia: Australian Council for Educational Research Ltd,.

01. Tobin, K. (1989). The influence of wait time on learning in classrooms. In M.J. Dunkin (Ed), *International Encyclopedia of Education,* (First Supplement). New York: Pergamon Press.

#### 1988

# Journals

17. Fraser, B.J., Williamson, J.C., & Tobin, K. (1988). An evaluation of some senior colleges. *Journal of Educational Administration*, 26(3), 311-330.

16. Tobin, K. (1988). Improving science teaching practice. *International Journal of Science Education*, 10(5), 475-484.

15. Tobin, K. (1988). Target student involvement in high school science. *International Journal of Science Education*, 10(3), 317-330.

14. Tobin, K. (1988). Differential engagement of males and females in high school science. *International Journal of Science Education*, 10(3), 239-252.

13. Beresford, R., & Tobin, K. (1988). Variables influencing student attitudes to science homework tasks. *Australian Science Teachers Journal*, 34(1), 77-80.

12. Tobin, K., & Fraser, B.J. (1988). Investigations of exemplary practice in science and mathematics teaching in Western Australia. *Journal of Curriculum Studies*, 20(4), 369-371.

11. Tobin, K., & Fraser, B.J. (1988). Investigations of exemplary practice in Australian mathematics classes. *The Australian Mathematics Teacher*, 44(1), 5-8.

10. Tobin, K., Espinet, M., Byrd, S.E., & Adams, D. (1988). Alternative perspectives of effective science teaching. *Science Education*, 72, 433-451.

09. Tobin, K., & Fraser, B.J. (1988). Investigations of science and mathematics teaching in exemplary classrooms. *Australian Journal of Education*, 32, 75-94.

08. Tobin, K., & Fraser, B.J. (1988). Investigations of exemplary practice in Australian science classes. *Australian Science Teachers Journal*, 34(1), 23-29.

07. Fraser, B.J., Tobin, K., & Lacy, T. (1988). A study of exemplary primary science teachers. *Research in Science and Technology Education*, 6(1), 25-38.

06. Tobin, K. (1988). The validity of the Student Teacher Assessment Instrument. *The South Pacific Journal of Teacher Education*, 16(1), 37-51.

05. Tobin, K., Capie, W., & Bettencourt, A. (1988). Active teaching for higher cognitive learning in science. *International Journal of Science Education*, 10(1), 17-27.

04. Tobin, K., Treagust, D.F., & Fraser, B.J. (1988). An investigation of exemplary biology teaching. *The American Biology Teacher*, 50(3), 142-147.

03. Tobin, K., & Garnett, P. (1988). Exemplary practice in science classrooms. *Science Education*, 72(1), 197-208.

02. Tobin, K. (1988). Good science teaching: In the eye of the beholder? *Australian Science Teachers Journal*, 33(4), 15-20.

01. Tobin, K. (1988). Review of Fraser, B.J. (1986). *Classroom environment.* Croom Helm. *Educational and Psychological Measurement*, 48(1), 299.

#### Stage 3: During my relatively short time at the Western Australian Institute of Technology (1984-1986), I published 1 book, 34 journal articles, and 4 book chapters. Note that, although I began on the faculty of FSU in the calendar year of 1987, due to delays in obtaining the necessary visa, I spent the entire year doing research in Perth, as an affiliate of Curtin University (formerly WAIT). Also, during my 3-year stint at WAIT I spent a year at the University of Georgia on a Fulbright award.

#### 1987

# Book

01. Tobin, K., & Fraser, B.J. (Eds). (1987). *Exemplary practice in science and mathematics education.* Perth: Curtin University of Technology.

# Journals

13. Taylor, P., Fraser, B.J., & Tobin, K. (1987). Exemplary practice in grade 8 mathematics teaching. *The Journal of Science and Mathematics in South East Asia*, 10(2), 7-15.

12. Tobin, K., & Gallagher, J. J. (1987). What happens in high school science classrooms? *Journal of Curriculum* *Studies*, 19, 549-560.

11. Lucas, A.M., & Tobin, K. (1987). Problems with control of variables as a process skill, *Science Education*, 71(5), 685-690.

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

09. 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.

08. Fraser, B.J., Williamson, J.C., & Tobin, K. (1987). Evaluating alternative high schools in terms of their classroom environments. *Studies in Educational Evaluation*, 13, 211-217.

07. Tobin, K. (1987). Australian research on teacher wait time. *Questioning Exchange*, 1, 125-141.

06. Gallagher, J.J., & Tobin, K. (1987). Teacher management and student engagement in high school science. *Science Education*, 71(4) 535-555.

05. Tobin, K., & Garnett, Pamela (1987). Gender related differences in classroom processes in science activities, *Science Education*, 71(1), 91-103.

04. Tobin, K. (1987). The role of wait time in higher cognitive level learning. *Review of Educational Research*, 57(1), 69-95.

03. 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.

02. 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.

01. Tobin, K. (1987). High school science. *Australian Science Teachers Journal*, 32(4), 22-30.

# Chapters

03. Tobin, K., & Fraser, B.J. (1987). Results and discussion. In Tobin, K., & Fraser, B.J. (Eds). *Exemplary practice in science and mathematics education* (pp. 201-215). Perth: Curtin University of Technology.

02. Tobin, K. (1987). A comparison of exemplary and non- exemplary teachers of science and mathematics. In Tobin, K., & Fraser, B.J. (Eds). *Exemplary practice in science and mathematics education* (pp. 15-27)*.* Perth: Curtin University of Technology.

01. Tobin, K., & Fraser, B.J. (1987). Introduction to the exemplary practice in science and mathematics education study. In Tobin, K., & Fraser, B.J. (Eds). *Exemplary practice in science and mathematics education* (pp. 1-13)*.* Perth: Curtin University of Technology.

#### 1986

# Journals

04. Tobin, K. (1986). Validating teacher performance measures against student engagement and achievement in middle school science. *Science Education*, 70(5), 539-547.

03. Tobin, K. (1986). Laboratory activities in science, *European Journal of Science Education*, 8(2), 199-211.

02. 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.

01. Tobin, K. (1986). Student task involvement and achievement in process-oriented science activities. *Science Education*, 70, 61-72.

#### 1985

# Journals

05. Garnett, P.J., Tobin, K., & Swingler, D.G. (1985). Reasoning abilities of Western Australian secondary school students and implications for the teaching of science. *European Journal of Science Education,* 7, 387-397.

04. Tobin, K. (1985). Teaching strategy analysis models in middle school science education courses. *Science Education*, 69, 69-82.

03. Tobin, K., & Tobin, B.J. (1985). The one computer classroom: Applications in language arts. *Australian Journal of Reading*, 8, 158-167.

02. Tobin, K. (1985). Applications of extended wait time in science classes. *Australian Science Teachers Journal,* 30(4), 61-66.

01. Tobin, K. (1985). Review of Fordham, A.M. (1983). The context of teaching and learning (ACER research monograph No 21). *Curriculum Perspectives,* 5(1), 66-67.

#### 1984

# Journals

12. Tobin, K. (1984). Assessing the importance of performance criteria for evaluating preservice teaching. *The Australian Journal of Teaching Practice*, 4(2), 27-36.

11. Tobin, K. (1984). Teaching data processing skills. *The Australian Mathematics Teacher*, 40(1), 29-31.

10. Tobin, K., & Garnett, P.J. (1984). Reasoning ability of preservice primary teachers: Implications for science teaching. *Australian Journal of Education*, 28(1), 89-98.

09. Tobin, K. (1984). Reasoning ability of upper primary school pupils. *Australian Science Teachers Journal*, 30, 75-81.

08. Tobin, K. (1984). Student engagement in science learning tasks. *European Journal of Science Education*, 6, 339-347.

07. Tobin, K., & Capie, W. (1984). The test of logical thinking: Development and Applications. *The Journal of Science and Mathematics in South East Asia*, 7(1), 5-9.

06. Tobin, K. (1984). Improving teacher performance assessment. *The South Pacific Journal of Teacher Education*, 12(2), 45-56.

05. Garnett, P.J., & Tobin, K. (1984). Reasoning patterns of preservice elementary and middle school science teachers. *Science Education*, 68, 621-631.

04. Tobin, K., Pike, G., & Lacy, T. (1984). Strategy analysis procedures for improving the quality of activity oriented science teaching. *European Journal of Science Education*, 6, 79-89.

03. Tobin, K. (1984). Avoiding cookbook science. *Science Activities*, 21(2), 10-15.

02. Tobin, K. (1984). Effects of extended wait time on discourse characteristics and achievement in middle school grades, *Journal of Research in Science Teaching*, 21, 779-791.

01. Tobin, K. (1984). Student task involvement in activity oriented science, *Journal of Research in Science Teaching*, 21, 469-482.

# Chapter

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)* (pp. 205-229). ERIC/SMEAC, Ohio State University.

#### Stage 2: While at the Western Australian College of Advanced Education (1974-1983) I published 18 journal articles and 1 chapter in internationally recognized sources. Other publications in local journals are listed in the following section. My publication years only began in earnest when I undertook doctoral studies at the University of Georgia 1978-1980.

#### 1983

# Journals

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 Journa*l, 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

# 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

# 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*, l8, 409-417.

01. Tobin, K., & Capie, W. (1981). Development and validation of a group test of logical thinking. *Educational and Psychological Measurement*, 4l(2), 4l3-424.

#### 1980

# Journals

03. Tobin, K. (1980). The effect of an extended wait-time on science achievement. *Journal of Research in Science Teaching*, **l7**, 469-475. doi:https://doi.org/10.1002/tea.3660170514

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

# Other scholarly contributions

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

Stage 1: In this section I list 39 sources consisting of 11 monographs, 21 technical reports, and 7 chapters published in reports in the period from 1978 to 2001. I also published a master's thesis and a doctoral dissertation. In addition, I published 8 journal articles, from 1973 to 1979, prior to obtaining my doctoral degree.

# Monographs

11. 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.

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

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

08. 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.

07. 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.

06. 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.

05. 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.

04. 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.

03. 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.

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

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

# Technical Reports

21. 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.

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

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

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

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

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

15. Holman, J.R., Briscoe, C., & Tobin K. (1988). *Overcoming constraints: One teacher can make a difference*. Tallahassee, FL: Florida State University.

14. Tobin, K., Ulerick, S., Jakubowski, E., & Briscoe, C. (1988). *The mentor teacher project: A report of a program to enhance science and mathematics teaching in elementary schools*. Tallahassee, FL: Florida State University.

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

12. 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.

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

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

09. 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).

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

07. 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).

06. 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.

05. 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.

04. 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.

03. 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.

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.

**Chapters in monographs and technical reports**

07. 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.

06. 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.

05. 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.

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

03. 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.

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

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

**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: William Capie

**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: Warren Walker.

**1973-79**

**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.

1. AERA Division D, award for Significant Contribution to Educational Measurement and Research Methodology [↑](#footnote-ref-1)
2. 2006 book republished in paperback form by a different publisher. [↑](#footnote-ref-2)