#### 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.

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

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# 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**

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

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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.

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

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#### 1998

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#### 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

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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.

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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.

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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.

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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.

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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)