

THE GER EXCHANGE

Promoting high-quality scholarly research in geoscience education.

Fall 2018 GSA Meeting Session Proposal Deadline 2/1

If you are submitting a GER-themed session proposal for GSA 2019 and would like the GER Division to sponsor and help promote your session, please contact Katherine Ryker (kryker@seoe.sc.edu).

Feb. 2018 Spotlight: Sara Harris

The February 2018 [GER Spotlight](#) is Dr. Sara Harris, Associate Dean-Academic for the Faculty of Science at the University of British Columbia (UBC). In her profile, Dr. Harris discusses her current research in understanding how people learn climate science, provides advice for aspiring geoscience education researchers, and describes the ecosystem for discipline-based education researchers at UBC. Check out the full [February 2018 Spotlight here!](#)

Request for Community Feedback

Geoscience Education Research (GER) Grand Challenges

A group of >40 geoscience education researchers have been developing an NSF-funded framework to give structure and vision for future geoscience education research (GER). The purpose of the framework is to: (1) Focus future GER on questions of high interest to the geoscience education researcher and practitioner community; (2) provide funding agencies with a strong rationale for including GER in future funding priorities; (3) Increase the strength of evidence of GER community claims; and (4) Elevate the visibility, stature, and collaborative potential of GER in the geosciences and in STEM education research. Chapters of the framework are ready for the community to critically examine. Please take some time by going to:

https://nagt.org/nagt/geoedresearch/grand_challenges/feedback.html. There you will find draft chapters on each of the following themes:

- students' conceptual understanding of the solid Earth,
- students' conceptual understanding of ocean, atmosphere, climate,
- K-12 teacher preparation,
- teaching about Earth in the context of societal problems,
- access and success of underrepresented groups in the geosciences,
- spatial and temporal reasoning,
- quantitative reasoning and use of models,
- instructional strategies to improve geoscience learning,
- students' self-regulated learning, and
- geoscience faculty professional development and institutional change.

Please select a chapter (or multiple chapters) that is of greatest interest to you and consider:

- Are the proposed grand challenges "right"? Are they research questions of high importance? Does your work fit within them?
- Do the proposed strategies help move the community forward? What additional strategies can you recommend to address those challenges? Are there specific opportunities to rapidly and effectively address these challenges?

- What other peer-reviewed publications and reports inform the introduction to the theme(s) and/or the rationale behind the grand challenges for that theme?

Then, enter your comments directly in the discussion box for the draft chapter(s) you are reviewing. If you have no constructive criticisms, but think it looks good, please say so as well. All community feedback is valued and welcomed.

This open comment period will end **February 12th, 2018**. Working groups will then use the feedback to revise the chapters. The entire final framework will be disseminated to the geoscience community, the GER community, the broader discipline-based education research (DBER) community, and to the NSF via reports, open access online postings, and manuscripts. Please provide your input to help shape the future of GER.

Job and Internship Opportunities

[Research Associate](#) in STEM education, design-based research, and/or classroom based research, The Concord Consortium

Postdoctoral Fellow in STEM Education, Virginia Commonwealth University (contact Dr. Suzanne Ruder at sruder@vcu.edu for details; review begins **January 31, 2018**)

Summer 2018 Student Internships, Mammoth Site of Hot Springs, South Dakota (contact Justin Wilkins at justinw@mammothsite.org for details; application deadlines **January 31, 2018** for conservation and **February 28, 2018** for interpretive internships)

[Postdoctoral Fellow in Science Education](#), School of Education, University of North Carolina at Greensboro (best consideration date **February 15, 2018**)

Grant, Award, and Scholarship Deadlines

Spencer Foundation [Small Research Grants](#) deadline **February 1, 2018**

National Academy of Science [Gulf Research Program](#) (grants to support scientific and environmental literacy in children and youth) letter of intent due **February 14, 2018**

2017 Emerald/HETL Education [Outstanding Doctoral Research Award](#) deadline **March 1, 2018**

Association for Women Geoscientists [Chrysalis Scholarship](#) deadline **March 31, 2018**

Association for Women Geoscientists [Outstanding Educator Award](#) deadline **April 1, 2018**

National Science Foundation *Improving Undergraduate STEM Education: Education and Human Resources* (Exploration and Design Tier for Engaged Student Learning & Institution and Community Transformation) Submission Window **October 1, 2017-October 2, 2018**

Submit to the GER Exchange

NAGT-GER provides monthly updates on professional opportunities, funding, articles of note, researcher profiles, and other content of interest to our membership. Please consider [contributing items](#) of interest for inclusion in future editions of the Exchange!

For questions, or to join the GER Communications Committee, contact Communications Committee Chair [Kelsey Bitling](#).



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This monthly email goes out to all GER Division members to share opportunities and ideas relevant to the community.

Our mailing address is:

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