The 2023 Science Education Research Symposium is a free, student-run symposium. We offer graduate students a safe venue to gain experience in presenting, organizing, and attending professional conferences. This symposium is the first Science Education Symposium held since the occurrence of COVID-19 pandemic.

This year’s symposium will be held in-person and virtually on April 6, 2023. This year’s theme is: Towards a more Robust and Equitable Science Education.

ABOUT SERS

ZOOM-IN OPTION

https://iu.zoom.us/j/8211803200
SCHEDULE

9:10-10:10
Room 2100
Individual Presentation

Designing an observational tool based on core practices for the secondary science early field experience
Kraig Kitts

9:10-10:10
Room 2100
Individual Presentation

Integrating NOS and Peer Critique in Teaching Open Scientific Inquiry in Environmental Science: Action Research
Esther Kataate Namakula, Nader El Ahmadie, Valerie L. Akerson

9:10-10:10
Room 2100
Individual Presentation

Using Indigenous Knowledge To Enhance Students' Understanding Of Environmental Topics And Promote Global And Equitable Learning In The Classroom
Nader El Ahmadie

10:20-11:20
Room 2140
Individual Presentation

Using Photovoice to Promote Preservice Teachers' Socioscientific Reasoning Skills
Conghui Liu

10:20-11:20
Room 2140
Individual Presentation

Providing Support to Preservice Science Teachers through Learning Communities - Taiwo Ogundapo, Meredith Park Rogers

10:20-11:20
Room 2140
Individual Presentation

Examining Pre-Service Teachers’ Experiences in Facilitating Argumentation-focused Discussions within the Virtual Teaching Simulator
Kady Lane, Taiwo Jumoke Ogundapo, Arya Karumanthra, Esther Kataate Namakula, Jingyun Wu, & Meredith Park Rogers

10:20-11:20
Room 2100
Individual Presentation

Investigating Secondary Preservice and Inservice Science Teachers’ Epistemological Knowledge about Models
Qiu Zhong

10:20-11:20
Room 2100
Individual Presentation

Using text network mapping to analyze differences in STEM integration conceptualizations among STEM disciplines
Spencer Perry

10:20-11:20
Room 2100
Individual Presentation

Emerging themes in post-pandemic instructional improvements in Chemistry Education
Tulana Ariyaratne

Too little or Too Much or Not There? A Portrait of science teaching within the Rohingya Refugee camps in Bangladesh
Shukufe Rahman

Embodied learning approach in science education
Tajinder Saroya

Adding Scientists’ Voice: Developing Secondary Science Teachers’ Socioscientific Reasoning in a Professional Development Program
Conghui Liu

Facilitating Conceptual Change in Science Teacher Education: A Refined Cognitive Conflict Approach
Joey Wu

The role of orientations in the development of physics teachers’ PCK and the impact they have on students’ outcomes. A meta-analysis
Esther Kataate Namakula

A Meta-synthesis of Research in Science Education in K-12 Settings in Refugee Context: Implications for Advancing Equitable Science Teaching and Learning
Shukufe Rahman

Transgender and Minority Gender Students’ Sense of Belongingness in Higher Education: Exploring the Difference Between STEM and non-STEM Majors
Tulana Ariyaratne

A Meta-synthesis Study to Analyze Linguistic and Psychological Needs of Refugee Students in Science Education Settings.
Arya Karumanthra

College Students’ Views of the Nature of Science
Stephanie Marin Rothman

Considerations on the use of ecological language in science ‘edutainment’ videos
Claire Cesijere

Job Panel

Alex Gerber, Tulana Ariyaratne, & Jessica Rae McClain

Asuka Restaurant

Happy Hour

Atrium

Lunch

11:30-12:30
Roundtable Session

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Refreshments & Coffee

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