

# CADASE NEWSLETTER

The Continental and Diasporic Africa in Science Education (CADASE)  
*...a positive impact on the lives of children of African ancestry...*

March 2020

VOLUME 9, Issue 1

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**CADASE** is an approved Research Interest Group (RIG) of the National Association of Research in Science Teaching (NARST) Association,  
<http://narst.org>



**CADASE RIG Chair**

Mary Atwater, University of Georgia, Georgia

Welcome members of the Continental and Diasporic Africa in Science Education Research Interest Group (CADASE-RIG).

**COVID-19 Announcement:** We hope that you and your family are safe and healthy during this time! In order to best serve the CADASE RIG, the CADASE Steering Committee have voted to have the CADASE RIG Chair to remain in her current position. The CADASE Guidelines and Procedures states that nominations must take place at the annual business meeting.

It is time again for me as the Chair of the CADASE RIG to highlight the accomplishments of the RIG members and encourage its members to participate in the RIG's and NARST's activities.

I want to reiterate that the mission of CADASE is to support research in science education that will have a positive impact on the lives of children of African ancestry. This is accomplished by (a) encouraging science educators to engage in research aimed at meeting the needs of people of African ancestry; and (b) providing intellectual, professional, and personal space for science educators engaged in such research. The CADASE RIG has several working standing committees this year; they have been working very hard to increase our membership, to design a fantastic program for the

2020 NARST conference for its members, and provide mentoring support to the CADASE graduate students. Please read further in the newsletter for more details about these events and activities.

CADASE members have continued to meet the RIG's mission by supporting research about the Africa diaspora by publishing, receiving awards, fellowships, grants, presenting papers and workshops, and being promoted and/or receiving tenure at their representative institutions. Congratulations on all your achievements!

Please come to the CADASE Administrative session, its business meeting, and its educational events. The CADASE RIG sponsors some of these, while CADASE members present others. We must support each other. Have a great year.

We welcome all those who are interested in what we do and encourage you to join us as members by completing the **"New" Membership Application** [\[Link\]](#) and attending our scheduled meetings at NARST. Enjoy your conference!

Mary Atwater, PhD  
Department of Mathematics and Science Education  
University of Georgia  
Phone: 706 542-4647 | Email: [Atwater@uga.edu](mailto:Atwater@uga.edu) or [matwaterchemi@bellsouth.net](mailto:matwaterchemi@bellsouth.net)

## 2020 Annual International Conference National Association for Research in Science Teaching

March 15 - 18, 2020

**Portland Marriot Downtown Waterfront**

Portland, OR, USA

<https://www.narst.org/conferences/2020-annual-conference>



### CADASE Steering Committee Chair

Rona Robinson-Hill, Ball State University, Muncie, Indiana.



Dr. Rona Robinson-Hill is the current Chair of the Continental and Diasporic Africa in Science Education (CADASE) Steering Committee and the co-chair of the CADASE Special Session Committee. Rona is an assistant professor at Ball State University (BSU), Muncie, Indiana. She holds a B.S. in Biology from University of Missouri Kansas City; M.S. Curriculum & Instruction from Maryville University-St. Louis; and a Ph. D. in Science Education from University of MO-St. Louis. Her research interests include: 1) supervising practicums for elementary pre-service teachers (PSTs) in experiential settings in Muncie, IN; 2) arranging a 12-hour Shadow-A-Scientist experience in authentic BSU STEM research labs for secondary science PSTs embedded in their secondary methods course in the spring; 3) providing authentic paid summer internships for underserved students in grades 10-16 to perform research at BSU in the Training Future Scientist (TFS) Ambassador program; and 4) during Fall 2019 partnering with a BSU Teacher's College colleague to co-direct the ENVision-Training Future Scientists Program, a partnership with a local

elementary school in Muncie, IN to engage pre-service elementary teachers in a 16-week literacy and science practicum in seven classrooms in this school. This intense immersive experience provided over 200 hours of contact hours for these PSTs before students teaching to over 175 underserved students. Her traditional elementary PST program provides science instruction to over 200 underserved students in grades K-5 using inquiry and the BSCS 5E Learning Model at the Roy C. Buley Center @ The Boys and Girls Club in Delaware County. The secondary PSTs gain access in the Shadow-A-Scientist program to observe how authentic science happens. Finally, the TFS Ambassador program engages underserved students with an opportunity to perform authentic research, which in some instances lead to research publications, participation in science symposiums and/or submission to the regional science fairs in the state of Indiana. Rona is the proud mother of one son and one daughter, a host of Godchildren, students and mentees.

Rona's research interests facilitated under the BSU Training Future Scientist Program (TFS) goals are to: 1) transform the PSTs she trains in her science methods courses into cultural responsive teachers for today's students, families and school communities; and 2) ensure her PSTs are confident and competent to provide authentic science instruction to underserved groups in grades K-12 when they serve in their schools around the world. Hopefully this effective and passionate approach to transform these PSTs will equip them to build positive relationships in the schools they serve with their students, families and school community.

#### Publications

- Renschler, M., Wyatt, A., Anene, N., Robinson-Hill, R., Pickerill, E., Fox, N., Griffith, J., McKillip, J. Using Nitrous Acid Modified MRS Medium to Selectively Isolate and Culture Lactic Acid Bacterial from Dairy Foods. In review, Journal of Daily Science.
- Robinson-Hill RM. 2019. Building a bridge for marginalized high school students in Indiana. CUR Biology News. 9(1), 1-11. <https://www.cur.org/Assets/1/7/win19CURBiologyDivNL.pdf>
- Robinson-Hill, RM. Faculty Perspective. Fine Focus an International Microbiology Journal for Undergraduates. Volume 4(1) pp. 13-16, Spring 2018.
- Atwater, M. & Robinson-Hill, R.M. (2018). Science Advocacy and Policy for Black
- Children in Georgia: Being Black Does Not Have to be a Risk Factor. In "Being Black is Not a Risk Factor: Statistics and Strengths-based Solutions in the State of Georgia", 40-43. Silver Spring, MD: National Black Child Development.  
Retrieved from <https://www.nbcdi.org/sites/default/files/BeingBlackIsNotARiskFactorGeorgia.pdf>

**CADASE Steering Committee Co-publisher of the CADASE newsletter**

Stanton G. Belford, Martin Methodist College, Pulaski, Tennessee.

When I think about this year's NARST 2020 conference theme titled, *School, Community, Citizenship: Science*



*Education across places and context*, I am extremely elated that this theme somewhat coincides with my past, and most recent experiences in science education. My time as a Ph.D student at Auburn University was filled with many stressful situations, however I am extremely Thankful for my mentor, Dr. Melody Russell, Professor, Department of Curriculum and Teaching, College of Education, Auburn University. Under Dr. Russell's guidance, I was able to focus on informal science education. I learnt so many things about marine biology from former mentors: Dr. Carol Draper and Dr. Dawn Phillip in Trinidad & Tobago in my early academic years. In fact, throughout my life I continually visit zoos, aquariums, and museums as a result of wanting to learn more about

nature.

I refined my understanding of the importance of informal science, and the connection with community under Dr. Russell's guidance. NARST 2020 theme initiates the notion of activism. Environmental activism has been a recent part of my life within the last few years. I became an environmental advocate for coral reefs in my native country of Trinidad & Tobago. Within the last year, all local newspapers featured my work on coral reefs along the northeastern coast of Trinidad, where government has scheduled the development of a port, which will cause 100% loss of coral reef habitat. In fact, one local newspapers chairman of the National Infrastructure Development Company (NIDCO), dismissed studies and publications about the negative environmental impact, which even involved calling out Dr. Belford as an "alarmist." Two scientific publications were added in 2019 to support and further advocate for protection against the \$1 billion port. The plight continues to save the reefs, however it cannot be done without the citizens of the community, and community activism. I continue to share the science, with the hope that scientific literacy will trickle down to all.



It is evident that NARST 2020 theme is a step towards a continued future connection between school, community, citizenship, and environmental activism. For this, I am Thankful to NARST.

Newspaper articles on environmental advocacy

<https://newsday.co.tt/2020/01/02/protect-toco-reefs-too/>

<http://www.guardian.co.tt/news/grande-lanse-coral-reef-6.2.858540.6eafa0d98f>

<https://scribblesnz.com/2019/05/23/tocos-turning-tide/>

[http://edition.pagesuite.com/popovers/dynamic\\_article\\_popover.aspx?artguid=968c839d-3d8a-434e-b3e1-482f15f0be51](http://edition.pagesuite.com/popovers/dynamic_article_popover.aspx?artguid=968c839d-3d8a-434e-b3e1-482f15f0be51)

## Graduate Student Highlights



Ti'Era Worsley is a second-year Doctoral student in the Teacher Education and Higher Education program at the University of North Carolina at Greensboro, where she studies Science Education in informal spaces. She received her BS in Agricultural and Environmental Technology and MNR (Master of Natural Resources) in International Resources from North Carolina State University. During her masters, she was a part of the Masters International program through Peace Corps and served as an environmental volunteer in Peru.

She currently works with two projects: Equitable-Consequential Making among Youth from Historically Marginalized Communities (EC-Making) and Broadening Identities for Diverse Groups Engaging in STEM (BRIDGES). On EC-Making she works with historically marginalized youth in an informal makerspace at a local Boys and Girls Club and refugee center, investigating social interactions among minoritized youth and the impact of social interactions on youths' making processes and outcomes. On

BRIDGES, she investigates how youth identify with STEM through engaging with socio-environmental problems and how formal educators adjust to teaching within informal spaces.

When I think about how I contribute to the NARST community, I see myself as someone who is passionate about creating community for historically-marginalized youth. I am interested in how youth engage in youth-youth and facilitator-youth interactions within informal settings. What do youth choose to bring into these co-created spaces as well as what do they leave with?

One of my current research interest is focused on unpacking what productive group collaborations in STEM learning spaces entail. For example, when looking at a youth-focused, equity-oriented afterschool STEM programs, how do particular friendship groups open up or truncate learning spaces for youth, and what are the design and pedagogical implications for adult facilitators? Youth bring in other identities into this space, including their school identity so there is intersectionality between formal and informal settings. To support the youth's informal science community I contribute by looking at how I design for and support different kinds of productive collaboration.

- *CADRE Fellowship - One of ten students focusing on learning about professional growth opportunities for early career researchers in the field of STEM education.*
- *Clapp STEM Fellowship - Oversee and coordinate STEM programming for youth at the Boys and Girls Club of Greensboro.*
- *Research + Practice Fellowship - One of ten students focusing on equity in STEM engagement to be fully funded to attend Inclusive Science Communication*
- *EE Certification - This certification is designed to enhance the ability of educators and organizations to provide quality programs and resources to benefit local communities while investing in the future of North Carolina's environment.*



LaShawn McNeil is a third year Doctoral student at the University of Georgia in Science Education. He successfully defended his written and oral comprehensive exams, and recently won first place for Doctoral Student Research Presentations at the 2020 Research Association of Minority Professors (RAMP) Conference in Austin, Texas entitled, "*The Influence of Claim, Evidence, and Reasoning on Student Understanding in Undergraduate Chemistry: A Student Perspective.*"

Pictured with Dr. Frank T. Hawkins, Founder of Research Association of Minority Professors (RAMP).

### **CADASE Steering Committee**

Dr. Mary Atwater- Chair of CADASE- [Atwater@uga.edu](mailto:Atwater@uga.edu) or [matwaterchemi@bellsouth.net](mailto:matwaterchemi@bellsouth.net)

Dr. Rona Robinson-Hill- Chair of Steering Committee - [rmrobinsonhi@bsu.edu](mailto:rmrobinsonhi@bsu.edu)

Dr. Shari Watkins – Membership/Publications/Secretary- [shariear@yahoo.com](mailto:shariear@yahoo.com)

Dr. Brittany Garvin-Hudson - Treasurer- [bagarvin@gmail.com](mailto:bagarvin@gmail.com)

Dr. Stanton Belford- Publications- [sbelford@martinmethodist.edu](mailto:sbelford@martinmethodist.edu)

Dr. Olayinka Mohorn-Mintah – Co-Graduate Student Representative – [omohor2@uic.edu](mailto:omohor2@uic.edu)

Kelly M. Shepard – Co-Graduate Student Representative [kshepar1@hawk.iit.edu](mailto:kshepar1@hawk.iit.edu)

Dr. Justina Ogodo – Steering Committee member [ogodo.1@osu.edu](mailto:ogodo.1@osu.edu)

## **CADASE (RIG)**

**Description:** Continental and Diasporic Africa in Science Education (CADASE) RIG is driven by the mission to support research in science education that will have a positive impact on the lives of children of African ancestry. This is accomplished by (a) encouraging science educators to engage in research aimed at meeting the needs of people of African ancestry; and (b) providing intellectual, professional, and personal space for science educators engaged in such research. At the 2020 NARST-CADASE RIG business meeting, members will continue to discuss plans to work on its unfinished business from the past year including: a) to arrange for junior faculty to partner with senior faculty with similar research interests to possibly participate in cross-regional research and compare outcomes; b) to establish a formal mentorship program for senior professors to mentor junior faculty through email and/or face-to-face interactions and to provide assistance and recommendations with job placements; c) to work to recruit graduate science education scholars into CADASE RIG membership; d) to establish relationships with science education faculty at HBCUs and MSIs that reside near NARST conference locations; and e) to intensify efforts to establish a stronger relationship with science education scholars throughout the African continent.

### **CADASE Officers/Members and Duties**

*Chair of CADASE* - responsibilities include to attend and lead Steering Committee meetings; write annual committee report and submit to chair of NARST Research Committee; coordinate dates, times, and space for CADASE business meeting and any sponsored events with NARST executive director; work with Chair of Steering Committee to determine any sponsored or co-sponsored activities at the annual conference; and work with Steering Committee to enact recommendations from CADASE's membership.

*Steering Committee Chair*- responsibilities include to attend and lead Steering Committee meetings; write annual committee report and submit to CADASE Chair for use in newsletter and at annual business meeting; work with Chair of CADASE to determine any sponsored or co-sponsored activities at annual conference; and work with CADASE Chair and Steering Committee to enact recommendations from CADASE's membership.

*Secretary*- responsibilities include to attend Steering Committee meetings; record and communicate minutes of Steering Committee meetings; maintain organization's membership rolls; communicate as necessary with organization's membership; maintain and share records/minutes; work with CADASE Chair and Steering Committee to enact recommendations from CADASE's membership; send out monthly updates and announcements to CADASE membership; and work with Newsletter Editor for collecting information from membership and distributing electronic version of the newsletter.

*Treasurer*- responsibilities include to attend Steering Committee meetings; prepare budget reports for Steering Committee and annual business meetings; track all CADASE expenses and submit receipts to NARST Executive Director; and coordinate payment of any CADASE sponsored or co-sponsored presenter expenses, or member reimbursements.

*Steering Committee Members*- responsibilities include to attend at least 75% of bi-monthly Steering Committee meetings and support CADASE Chair and Steering Committee Chair in carrying out organization's work. Committee members are expected to actively participate by holding an office, chairing sub-committees, creating

the newsletter, planning conference events, and generally participating to assist in moving the work of the CADASE RIG forward.

*Newsletter Editor/Co-editor-* responsibilities include to attend Steering Committee meetings; work closely with Chairs and Secretary to collect information in producing the annual newsletter; send newsletter to the Secretary for electronic distribution; and make hard copies to distribute at the annual meeting.

*Graduate Student Representative-* responsibilities include attending Steering Committee meetings, and report information and activities of graduate students.

*Steering Committee Members on Standing Committees-* responsibilities include attending and reporting to the Steering committee with regards to specific areas of interests, as designated by the Steering committee.

## **CADASE Events at the 2020 Annual NARST Conference**

### **The Continental and Diasporic Africa in Science Education (CADASE)**

#### **Annual Business Meeting Agenda**

**Sunday March 15, 2020, 6:00 – 7:00 p.m., Salon I- Lower level**

<i>Welcome</i>	
Acknowledgment of NARST Officers and/or Executive Board Members	Mary Atwater
Introduction/Acknowledgment of Steering Committee Members	Rona Robinson-Hill
Approval of Business Meeting Minutes from 2019	Shari Earnest Watkins
Financial Update for 2019-2020	Brittany Garvin-Hudson
Bylaws and Guidelines of Standing Committees (voting as needed)	Mary Atwater
Announcement of CADASE Events- Administrative Special Session, Poster session, Social Event at the 2020 NARST Conference	CADASE Representative
Breakout Sessions for Sub-Committees Business Meeting Special Session Sub-committee Graduate Student Subcommittee Publication Sub-committee	Mary Atwater Mary Atwater, Rona Robinson-Hill Olayinka Mohorn-Mintah Shari Watkins
Sharing of the Sub-committees	Sub-committee representatives
Announcements, Recognition, Any Other Business	Mary Atwater
<i>Adjournment</i>	

## CADASE Special Administrative Session

Tuesday March 17, 2020, 1:45 – 3:15 p.m.

*Presenter:* Dr. Bryan Brown, Associate Dean for Student Affairs  
Associate Professor, Graduate School of Education, Stanford University



Dr. Bryan Brown is currently the Associate Dean for Student Affairs, and an Associate Professor of the Graduate School of Education at Stanford University, Stanford, California. Dr. Brown's research interests focus on the relationship between student identity, discourse, classroom culture, and academic achievement in science education. Additionally, Dr. Brown continues to work in science education through his collaborative efforts in developing curricular and classroom pedagogy for urban learners. His mixed methodology work explores how race, language, and cultural impact affects students learning in urban science classrooms.

### Recent Publications

Brown, B. A., Boda, P., Lemmi, C., & Monroe, X. J. (2019). Moving Culturally Relevant Pedagogy From Theory to Practice: Exploring Teachers' Application of Culturally Relevant Education in Science and Mathematics. *Urban Education*, 54(6).

Pope, D., Brown, M., & Miles, S. (2015). *Overloaded and underprepared: Strategies for stronger schools and healthy, successful kids*. John Wiley & Sons.

Maulucci, M. S. R., Brown, B. A., Grey, S. T., & Sullivan, S. (2014). Urban Middle School Students' Reflections on Authentic Science Inquiry. *Journal of Research in Science Teaching*, 51(9), 1119–49.



## CADASE Special Session Poster Symposium 2020

Tuesday March 17, 2020, 1:45 – 3:15 p.m., T16: AS

### “The African Diaspora Context: School, Community, and Citizenship in Science Education.”

As science educators dedicated to the enrichment, development, and learning of people from the continental and diasporic Africa, we are often faced with opportunities and challenges to address the implications of our work for the advancement and betterment of the Black community. Beyond reporting specific findings, we ascertain meaning that, in many ways, we apply within our teaching and service as we strive to make science education and learning more socially just, equitable, or restorative for Black people. This work, drawing and making meaning that we apply in our own practice and praxis, reflects a dualistic scholarly-activist approach that manifests in different ways.

In alignment with the 2020 NARST Theme, “School, Community, Citizenship: Science Education Across Places and Contexts,” the CADASE RIG is hosting a poster presentation as part of our 2020 Administrative session. We seek poster presentations that highlight the P-20 Science Education and Learning of people from the continental and diasporic Africa via scholar-activist approaches. We are interested in presentations that cover the dualistic nature of teaching, educating, and servicing Black people within and through science using a variety of conceptual, theoretical, and methodological approaches. Hence, CADASE’s theme for the poster session is “The African Diaspora Context: School, Community, and Citizenship in Science Education”. We are interested in presentations for a variety of audiences, including: PK-12 administration and in-service teachers; postsecondary scholars, practitioners, and administrators; and informal and community-based science educators and activist. We also invite science educators and activists, from these same affinity groups to submit presentations.

*Calls for future submissions will be shared via the CADASE Steering Committee. Please contact any CADASE Steering Committee member for additional details.*

## Congratulations to all 2020 CADASE Special Session Poster Symposium Presenters!

### Poster 1

**Alexis Riley**, Lifting as We Climb: A Phenomenological Study About the Experiences of Black Women Science Teachers.

### Poster 2

**George Glasson, Joseph Mukuni, Eunice Ofiori, Douglas Asante**, Perceptions of African Scholars about Science Education in Ghana and in the American Diaspora Context.

### Poster 3

**Rona Robinson-Hill**, The Training Future Scientist Pedagogy’s Impact on Elementary Pre-Service Teacher’s Fears to Teach Underserved Groups in the Midwest. *Ball State University*.

### Poster 4

**Jordan Henley, Mu-Yin Lin, Austin Heil, Mary Atwater**, Establishing a Science Education Assessment Instrument: Paper-Format Implicit Association Test for Black and Latino

**Poster 5**

**Misty Thomas, Melody Russell**, The Impact of Culturally Relevant Activities on Elementary Students' Perceptions of Scientists and their Interest and Engagement in Science. *Auburn University*.

**Poster 6**

**Francis Mack, Shari Watkins**, Music Innovation, Culturally Responsive Science, and Elementary Science Teachers: How Technology Has Helped to Change Music Over Time.

**Equity and Ethics Committee: Equity Dinner Tuesday March 17, 2020, 6:30pm-9:00pm**

*Offsite Location:* Spirit of Portland Dinner- Cruise

Boarding is at 6:30 p.m. and dinner is priced at \$58 (nonrefundable). Participants must register for this event with Advanced Conference Registration. The Spirit of Portland will depart from the Salmon Springs Dock. Please note that the distance is approximately 3 blocks from the hotel, and transportation to the Salmon Springs Dock will not be provided.

**GRADUATE Student Accomplishments**

Angela Google successfully defended her dissertation proposal Oct. 29, 2019 and is now a Ph.D. Candidate in Interdisciplinary Science at Middle Tennessee State University.

Google, A.N., Gardner, G. E., Reid, J. Majewski, D., Tabakova, V., Mulcahy, K., & Dutta, S. (in press). Considering diverse learners in STEM by incorporation of universal design for learning principles with clickers. In J. J. Mintzes and E. M. Walters (Eds.). *Active learning in college science: The case for evidence based practices* (Chapter 58). Berlin: Springer Nature.

Jones, R. S., Lovett, J., Google, A. N., & Mueller, A. (in progress). *Mathematizing variability: Teachers' invented statistics*. *Journal of Mathematical Behavior*.

Caukin, N., Google, A. N., & Brinthaup, T. (in press). An analysis of teacher candidates' scientific perspective and its impact on learning and teaching. *Electronic Journal of Science Education*.

Google, A. N., Grinath, A. S., & Gardner, G. (2020, January). *Exploring Women of Color's Conceptualizations of Studying Undergraduate Biology: A Cultural Analysis*. Poster presented at the annual meeting Tennessee STEM Education Conference. Cookville, TN.

Grinath, A. S., Jones, R. S., Whitworth, C., Google, A. N., Morphis, H (2019, July). *Data MAKER Biology Framework: Designing across biology, data modeling, and argumentation learning goals*. Poster presented at the annual meeting of the Society for the Advancement of Biology Education Research (SABER) Minneapolis, MN.

Misty S. Thomas (Auburn University) was awarded two mini grants from the Foundation for Auburn's Continuing Enrichment in Schools, which provides funding to teachers promoting classroom enrichment through creative programs.

**CADASE Member Acknowledgements**

We encourage CADASE members to share their successes, awards, honors, publications, promotions, graduations, etc. with us on a regular basis. We want to hear of your accomplishments and celebrate them with you. Please send announcements to CADASE Secretary, Shari Watkins [shariear@yahoo.com](mailto:shariear@yahoo.com) and Newsletter Co-

Editor, Stanton Belford [sbelford@martinmethodist.edu](mailto:sbelford@martinmethodist.edu) When you send your information please add "newsletter accomplishments" in the memo section.

**Mary M. Atwater (University of Georgia)** Mary M. Atwater, Malcolm B. Butler, and Rhea Miles presented a workshop at the 2020 International Association of Science Teacher Education in San Antonio, TX entitled “Successful Grant Writing”.

**Stanton Belford (Martin Methodist College)** proposal to the International Coral Reef Symposium 2020, Bremen, Germany accepted to present coral reef genetic research that will highlight 20 years of research. Section editor (zoology) for Journal of the Tennessee Academy of Science.

**Malcolm Butler (University of Central Florida)** Malcolm B. Butler, Professor in the College of Community Innovation and Education and Director of the School of Teacher Education at the University of Central Florida, received **Award III Outstanding Longtime Service to the Association for Science Teacher Education (ASTE) at ASTE’s annual international conference in San Antonio, Texas, in January 2020. This award is presented to a person who has a distinguished career in service and leadership specifically to ASTE in the area of the education of teachers in science and has a teaching and research record that reflects ASTE’s mission to promote excellence in science teacher education through scholarship and innovation.** On June 28, 2019, [Dr. Malcolm B. Butler](#) began serving as the new director of the [School of Teacher Education](#) at the University of Central Florida (UCF) in Orlando. Dr. Butler was selected after a national search was conducted for this important administrative position in the university’s new College of Community Innovation and Education. Dr. Butler is a professor of science education and is also part of the Learning Sciences Faculty Cluster at UCF. While pursuing his doctoral degree, he was fascinated with the idea of “growing” more scientists, so he switched programs from physics to curriculum and instruction with an emphasis in science education. Dr. Butler has also taught mathematics and science to elementary, middle and high school students. Some of his research interests include writing to learn in science, physics teacher education, and equity and diversity in science. Dr. Butler has secured over seven million dollars in funding to support his research and scholarly initiatives. He has presented his research findings and conducted workshops across the United States, as well as Canada, Japan, The Philippines, Singapore, Cyprus, South Africa and Botswana. He has co-authored and co-edited three books and numerous book chapters and journal articles.

**Rona Robinson-Hill (Ball State University)** received the Muncie Vivian Conley Award from the Women’s Equality Day Committee for Educational Empowerment 2019. She received this award for her innovations in preparing elementary and secondary pre-service teachers at Ball State University. In June 2019, Rona was the recipient of the Notable Women in Muncie. This recognition was for the overlooked woman at BSU, Muncie, and Delaware County. Two BSU members, Mrs. Melissa Gentry and undergraduate student Natalia Langham, selected her for this recognition

**Justina Ogodo (Baylor University)** served as the Co-Chair for Strand 4 – Middle and Secondary Science from 2018-2020 and was recently selected as the incoming Co-chair for the Equity and Ethics committee. She assumed her new role as an Assistant Professor of secondary science education at Baylor University in August of 2019. This spring, 2020, she was chosen as one of the School of Education’s Featured Faculty Members, based on her many academic achievements and the exciting work she is already contributing to Baylor University. She published one article and four book chapters in 2019 and presented her work at five conferences; ASTE, NARST, SWASTE, MAASTE and SSMA.

**Felicia Moore Mensah (Teachers College, Columbia University)** was selected as one of the incoming Editors-in-Chief of the Journal of Research in Science Teaching (JRST). Felicia and Dr. Troy Sadler (UNC Chapel Hill) were selected from a search conducted by a committee with representatives from both Board and NARST (chair: Gail Richmond), and the recommendation was approved by the NARST Board following its March meeting. The new editors’ term runs from 2020 – 2025.

**Jomo W. Mutegi (Indiana University Purdue University Indianapolis)** leads a team of faculty that received \$1.5 million from the National Science Foundation Robert Noyce Teacher Scholarship Program. The funds are in

support of the project titled, *Carver Teaching Initiative - Inspiring the Next Generation of STEM Teaching Professionals through Internships, Recruitment, and Engagement (CTI-INSPIRE)*. Finally, Jomo released his ninth self-published children's book, [Rebekah's Healing Garden: Book Three](#). This is the third book in a four-part

series aimed at advancing children's understanding of science through gardening. As with all of his books, *Rebekah's Healing Garden: Book Three*, features Black protagonists using STEM to address challenges confronting Black communities.

**Eileen Parsons (University on North Carolina at Chapel Hill)** is the NARST President-elect 2019. She served on an expert committee for the National Academies of Science, Engineering, and Medicine-Board on Science Education. The committee will review research on science investigations and engineering design problems for middle and high school students and explore promising models of innovative investigations and experiences both inside and outside the laboratory; the study will be published in early 2018.

Eileen also was awarded a National Science Foundation supplement grant. The project, "African American Undergraduate STEM Experiences and Institutional Contexts", examined the experiences of Black students, enrolled at a HBCU and PWI, engaged in an institutionally funded STEM program.

**Melody Russell (Auburn University)** is an incoming Associate Editor for the Journal of Research in Science Teaching (2021).

### **CADASE Member\* Publications & Presentations**

#### **Publications**

Belford, S.G. 2020. Spatial abundance and colour morphotype densities of the rock-boring sea urchin (*Echinometra lucunter*) at two different habitats. *Thalassas: An International Journal of Marine Sciences* 36(1): 157-164.

Belford S.G, Phillip DAT, Rutherford MG, Schmidt RS, and Duncan EJ. 2019. Biodiversity of coral reef communities in marginal environments along the north-eastern coast of Trinidad, southern Caribbean. *Pro Aqua Farm Marine Biol* 2(1): 180017.

Mensah, F.M. (2019). Finding voice and passion: Critical race theory methodology in science teacher education. *American Educational Research Journal*, 56(4), 1412-1456.

Mutegi, J.W. & Momanyi, L. O. (2020). Windows and mirrors: three images of the US science curriculum as reflected through Kenya's Jua Kali. *Cultural Studies in Science Education*. doi: <https://doi.org/10.1007/s11422-019-09967-2>

Mutegi, J.W., Sorge, B. H., Fore, G. A. & Gibau, G. S. (2019). A tale of two camps: A mixed methods investigation into racially disparate outcomes in a nanotechnology research experience. *Science Education*, 103, 1456-1477. doi: <https://doi.org/10.1002/sce.21548>

Mutegi, J.W. (2019). A critical examination of the influence of systemic racism in shaping the African STEM research workforce. In E. O. McGee & W. H. Robinson (Eds.), *Diversifying STEM: Multidisciplinary Perspectives on Race and Gender* (pp. 107-121). New Brunswick, NJ: Rutgers University Press.

#### **Presentations**

**Belford, S.G.** (2019, April). Adding knowledge of molecular phylogenetic relationships of the rock-boring sea urchin *Echinometra lucunter*. Memphis, Tennessee. 80<sup>th</sup> Annual Meeting of the Association of Southeastern Biologists (ASB) Conference (Lightening Talk).

Browning\*, H., **Belford, S.G.** (2019, November). Phylogenetic analysis of the rock-boring sea urchin *Echinometra lucunter* (Echinoidea) along the north eastern coast of a tropical Atlantic reef .129<sup>th</sup> Tennessee Academy of Science Conference (poster). Columbia State Community College, Columbia, Tennessee.

Bullard, C., Anderson, C.D., & **Mutegi, J.W.** (2019, November). *Curious about Black hair: A study of the STEM curriculum interest of African Americans*. Poster presented at the Midwest Annual Robert Noyce Conference, St. Louis, MO.

Davenport\*, S., Yurewitch, M, **Belford, S.G.** (2019, April). Morphology and comparative survey of the crayfish *Faxonius* sp. At streams in Giles County, Tennessee, Memphis, Tennessee. 80<sup>th</sup> Annual Meeting of the Association of Southeastern Biologists (ASB) Conference (poster).

Gee, V., & **Mutegi, J.W.** (2019, November). *Culturally critiquing the curriculum*. Presentation at the Midwest Annual Robert Noyce Conference, St. Louis, MO.

Howard, L., & **Mutegi, J.W.** (2019, November). *Examining the effectiveness of a community lecture on Black racial identity*. Poster presented at the Midwest Annual Robert Noyce Conference, St. Louis, MO.

**Mutegi, J.W.** (2020, January 25). *Socially transformative STEM curriculum: What is it? How does it work? Should I do it?* Invited workshop conducted at the FSU-Teach STEM Teaching Workshop. Florida State University: Tallahassee, FL.

**Mutegi, J.W.** (2019, June). *Using documentary films to teach socially transformative STEM curriculum*. Invited presentation delivered at the Southeastern Regional Robert Noyce Conference. University of South Alabama: Mobile, AL.

**Mutegi, J.W.** (2019, June). *Examining the self as teacher: Strategies for recruitment through a Noyce summer internship*. Invited presentation delivered at the Southeastern Regional Robert Noyce Conference. University of South Alabama: Mobile, AL.

**Mutegi, J.W.**, & Anderson, C. D. (2019, July). *Examining the self as teacher: Reflection exercises to support consideration of STEM teaching careers*. Poster presented at the annual Noyce Summit, Washington, DC.

**Robinson-Hill, R.M.** (April 2, 2019) *The African-American Female Researcher Impact on Elementary Pre-service Teacher at a Predominately White Institution (PWI) in the Midwest*. Poster presentation at the CADASE Administrative session

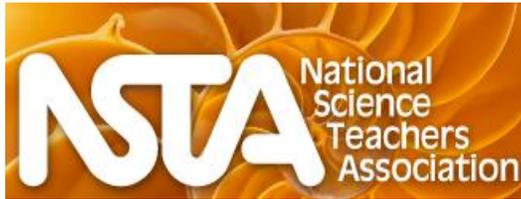
**Robinson-Hill, R.M.**, Wyatt, A. & Anene, N. (February 2019) *Training Future Scientist Ambassador Program: Building a Bridge for Underserved Students in Delaware County, IN*. Presentation presented at the HASTI Annual Conference, Indianapolis, IN February 2019 with two Training Future Scientist Ambassadors.

**Robinson-Hill, R.M.** & Yontz, J. (February 2019) *Access to Authentic Science Research: The Missing Link to Effective Secondary Teacher Development*. Presentation presented at the HASTI Annual Conference, Indianapolis, IN February 2019 with one of my secondary PSTs.

## **CONGRATULATIONS!**

*We are very proud of your accomplishments and wish you continued success in your career goals!*

## Upcoming Events Dates



20  
20  
BOSTON  
April 2-5



American Association of  
Blacks in Higher Education



## Announcement: NARST Opportunity for Doctoral Students NARST PhD Scholarships to Attend ESERA Summer School

### To all NARST Members who are currently PhD students:

NARST is an international association that promotes the improvement of science teaching and learning through research. Researchers from a wide range of career stages constitute the membership of the association. Doctoral students are a key part of the NARST community, representing future scholarship in science education and research. As a part of its increased focus on international communication and collaboration, the NARST International Committee will be offering TWO doctoral students (up to 2,500USD each) to participate in the European Science Education Research Association (ESERA) summer school. The summer school offers an exciting opportunity for students to work with mentors and colleagues from around the world on their research in science education and teaching.

### Eligibility

To apply for the NARST scholarship the following eligibility requirements apply:

- **NARST Membership:** You or faculty members representing your respective institution have been NARST members for at least 2 years. Proof of membership is required upon application submission. Proof may be obtained by logging onto your membership information on the NARST website and sending a screenshot of your membership status.
- **PhD candidate:** You must present proof that you are currently registered as a candidate in a recognized PhD or equivalent program at your institution.
- **Letters of Recommendation:** Two letters of recommendation are required.

**NOTE\*\* One letter should be from your advisor** and should provide detailed information about your need for travel funds. Your advisor should describe if you have any funds to support your travel - offered by university, grants or other sources. Funds are intended to support candidates with financial need.

**Funding**

Two doctoral student scholarships (up to \$2500 each) are awarded. The applicant is expected to produce a budget for the expenses to be incurred, and the original receipts are required for reimbursement of expenses. The funds will be used towards travel, accommodation and registration purposes. The total cost for the summer school including overnight accommodation in a shared double room with en-suite bathroom (private toilet), three meals, receptions, and social events are estimated to be 330EUR. Thus the scholarship would support travel and further expenses.

**Application Process:**

The deadline for applications is usually around December as ESERA locations vary from year to year. If you are interested in applying or have questions, please contact the NARST International Coordinator Sonya Martin at [sonya.n.martin@gmail.com](mailto:sonya.n.martin@gmail.com).

***CADASE Graduate Student Committee: Calling all Graduate Students!***

*Join the CADASE Graduate Student Committee* which is dedicated to support graduate students interested in conducting research in science education that will have a positive impact on the lives of children of African ancestry. If you are interested in serving, please attend the CADASE business meeting. For additional details about the CADASE Graduate Student Committee contact the Graduate Student Committee Chair, Olayinka Mohorn-Mintah ([omohor2@uic.edu](mailto:omohor2@uic.edu)).

***Doctoral Student Grant (Dissertation Award) Application***

Look out for Doctoral Student Dissertation Grant by the American Association of Blacks in Higher Education. The deadline for 2020 has passed (the 2020 application deadline was January 7, 2020), These grants will be awarded at the 2020 National Conference, March 18-21, 2020. For more information, visit

<https://www.blacksinhigher.org/events/EventDetails.aspx?id=1152424>

***CADASE Call for Service***

As we prepare for the upcoming NARST2020 conference at the Portland Marriott Downtown Waterfront, Portland, Oregon, it is my pleasure to bring to the attention of the CADASE membership several positions that need to be filled at the CADASE business meeting. The tenure for all positions is three years. Please consider nominating yourself or someone you think can do the job. CADASE RIG is always looking for members to serve on the CADASE Steering Committee.

We welcome all who are interested in being a Steering Committee member to attend our business meeting, and to nominate yourself or any other member that you would recommend serving in any capacity. Also, we welcome your suggestions for any new activity that you would recommend for CADASE to pursue in the coming years.

***CADASE Support***

The Continental and Diasporic Africa in Science Education (CADASE) Research Interest Group (RIG) Steering Committee would like to extend our sincerest gratitude for your financial contributions over the past year. Because of your generosity, we have been able to fund special sessions and other equity initiatives in science education that support our core mission and values.

Please remember to renew your NARST membership which makes you eligible to be a CADASE RIG member. Additionally, you can support CADASE through donation and financial contributions. To donate to CADASE at the time of NARST membership renewal, enter the designated amount in the box located to the right of the line "the Continental & Diasporic Africa in Science Education." NARST is a 501 (c) (3) organization and your donation may be tax deductible to the extent allowed by law. *The NARST tax ID number is 42-1047684.* Please direct any inquiries to the treasurer at, [Brittany.Garvin.Hudson@duke.edu](mailto:Brittany.Garvin.Hudson@duke.edu).

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 REPORT OF THE TREASURER
 

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**Brittany Garvin-Hudson, Ph.D., CADASE Treasurer.**

In account with the Continental and Diasporic Africa in Science Education (CADASE) Research Interest Group (RIG) of the National Association for Research in Science Teaching (NARST)

**CADASE Financial Summary & Overview**

<b>Date</b>	<b>Amount</b>	<b>End of Year Donation Totals</b>	<b>Balance</b>
12/31/2016	\$1656.00	-	\$1656.00
12/31/2017	\$1656.00	\$626	\$2282.00
12/31/2018	\$2282.00	\$342	\$2721.00
12/31/2019	\$2721.00 (-164.63 adjustment)	\$702	\$3258.37
2/29/2020	\$3258.37	\$244	<b>\$3502.37</b>

**CADASE Newsletter Co-Editors for 2020 Issue**

Stanton Belford ([sbelford@martinmethodist.edu](mailto:sbelford@martinmethodist.edu)) & Shari Watkins ([shariear@yahoo.com](mailto:shariear@yahoo.com))

***CADASE Mission Statement***

The mission of **CADASE** is to support research in Science Education that will have a positive impact on the lives of children of African ancestry. This is accomplished by encouraging Science Educators to engage in research aimed at meeting the needs of people of African ancestry, and providing intellectual, professional, and personal space for Science Educators engaged in such research.