



Iowa Science Teachers Section of the Iowa Academy of Science

!

September 30, 2005

Nadine Weirather, Editor

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Contents of the ISTS e-newsletter that follows:

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A Message from your President: **ISTS Working For You**

I am pleased to report two significant ways that ISTS is working for you and other science teachers in Iowa.

First, Jeff Weld and many others have put in much time and effort to ensure that you will find this fall's 2005 ISTS Conference on Thursday, October 20th a very rewarding

professional experience. I encourage you to do whatever is necessary to convince your administrator of the importance of your attending this meeting. Time still exists to preregister at <http://ists.pls.uni.edu/> or, if you make a last minute decision to attend, register the day of the meeting!

Second, the new electronic Iowa Science Teachers Journal is now available! The first issue contains five excellent articles and can be accessed at the Iowa Science Teachers Section URL <http://ists.pls.uni.edu/>! The journal will be issued quarterly (August, November, February, and May). Thus all issues will arrive during the school year, when teachers are most likely to need and use ideas in the journal. This issue and the next will be available free for anyone to access. After that, the four issues published in 2006 may only be accessed by members of the Iowa Academy of Science Iowa Science Teachers Section. So please renew your membership to ISTS so that you can continue receiving this excellent publication.

Speaking for the entire ISTS leadership team and the ISTJ editorial team, we are determined to make ISTS a very useful source for your professional development. We took on this responsibility because ISTS members deserve a conference and journal that are devoted to helping them teach children. We hope to see you at this fall's conference, and welcome your feedback regarding ISTJ.

Sincerely,
Michael Clough, ISTS President '05-06

A message from your (new) President-Elect:

As I have served as chairman of various other groups/organizations, I've realized that the membership isn't always aware of how the leadership is structured, what duties they perform, and who the leaders are. I want to take this opportunity to briefly address some of these issues as they relate to the Iowa Science Teachers Section (ISTS) of the Iowa Academy of Science (IAS). I know I am not speaking only for myself when I say those of us who have volunteered to be ISTS leaders do so because we have a heartfelt wish to promote the learning of science by our students. In order to impact student learning, we highly encourage professional development, most notably and visibly via the Fall Conference, which begins Wednesday evening with the President's reception and continues Thursday, October 20, 2005 at the Polk County Convention Complex in Des Moines.

ISTS leadership is structured so that an individual elected as president serves as President-Elect for one year, the next year s/he is the actual President, and the third year s/he serves as Past President. Each year has its own specific duties, which are enumerated in the ISTS By-Laws, available at this web site.

As ISTS Past President, Jeff Weld (UNI) is in his 3rd year of presidential duties, and as such, he is the 2005 Fall Conference Chairperson. His duties include featured speakers and facilities coordination.

Other individuals in charge of the Fall Conference planning and execution are listed as follows:

*Barb Jacobson (Bettendorf High School) is the Exhibits Coordinator

- *Aaron Spurr (Malcolm Price Lab School, Cedar Falls) is the Registration Coordinator
- *Rick Wells (Central High School, Davenport) is the Corporate Sponsors Coordinator
- *Lyn Countryman (Malcolm Price Lab School, Cedar Falls) does the Conference Program
- *Jeanne Rogis (DeWit) manages the bookstore and is the treasurer of ISTS

None of their job titles accurately indicate the scores of hours of work these individuals have contributed to make the Fall Conference the outstanding success it always is. Of course the conference wouldn't be possible without the many presenters, featured speakers, and exhibitors who generously share their expertise.

Please encourage your science colleagues to attend the Fall Conference with you. So many people have done so much work to make this a truly informative and rewarding day.

The leadership of ISTS also includes section chairs, regional directors, and newsletter editors. More about these leadership roles in another article.

As President-Elect, I begin my 3 year "tour of duty". I look forward to working for you and with you during the next 3 years. Please introduce yourself to me at the Fall Conference next month, and let me know how ISTS can better serve you.

Gale Vermeulen
Oskaloosa High School

ISTS President-Elect 2005-2006

A Message from the Executive IAS Director

On behalf of the Iowa Academy of Science office staff, I hope your school year is going smoothly. It has been a busy summer and we have a busy year planned.

We are welcoming our new office manager, Toni Arends. Toni has replaced Susan DeBord who graduated from UNI and found full-time employment as a sales representative in Sacramento, California. Please call Toni at 319-273-2021 or e-mail her at iascience@uni.edu for routine business with the Academy office.

The next phase of the IAS web site upgrade is underway. Watch for the addition of new features including a member-only section. It will include new ways to communicate with members and more information about events of interest to educators, scientists, and the public. Please visit www.iacad.org for Academy information and a direct link to ISTS news and events.

With the renewed emphasis on science and mathematics, the Academy is pursuing partnerships to support new educational programs for teachers, students, and the general public. Everyone must be better informed about the role science and mathematics play in our society to encourage the graduation of more scientists, science and math educators, and a technically qualified

workforce. Please read the various IAS publications and visit our web site for updated information. Please contact us if you have questions, comments, or suggestions.

Craig Johnson
IAS Executive Director

A Message from the State Science Consultant

How can you fund a trip to the ISTS Fall Conference?

Is it Important to Attend the Iowa Science Teachers Convention? Yes

Iowa science teachers have the opportunity to attend one of the premier state science conventions in the country. I can say this with some credence as I have surveyed my counterparts (State Science Consultants) in other states about what goes on with their state science conventions or meetings. Although this was a random sampling of state science consultants, their responses varied widely. Some states have no formal meetings or conventions for science teachers. Other's have a half-day meeting or have their meetings on a weekend. A few have tried to have a joint meeting with the mathematics teachers. (ISTS and the ICTM did do this back in the early 1990's). In most cases, none of these states have had the sort of attendance ISTS has had in previous years, nor have many had the conference quality we have enjoyed with keynote speakers, concurrent sessions, luncheon and exhibitors. Unfortunately, our attendance has dropped dramatically the past ten years. I would strongly encourage all Iowa science teachers to make a concerted effort to attend the science convention designed for 'you' on **Thursday, October 20, 2005** at the Convention Center in Des Moines. I say this for the following reasons:

1. Although it is only a one-day professional development opportunity, the contacts you make and follow-up with, can result in sustained efforts in improving your teaching of science.
2. You will have exposure to the latest science resources available by just walking through the exhibitor hall.
3. The convention provides you the opportunity to share the successes you have had by presenting or dialoguing with other participants.
4. You will become aware of other professional development opportunities.
5. You will be brought up to date on what is happening nationally and statewide in science education by attending one of the many concurrent sessions and listening to the keynote speakers.

This list is by no means all-inclusive; it gives you an idea of the value of the Iowa Science Teachers Convention. There are Title Two funds each district has to enhance the professional development of teachers. With the elimination of the Eisenhower program designated for math and science, you now have to be more proactive. Go to your administrator and ask if Title Two funding has been set aside so you can attend the ISTS Convention and other professional

development opportunities in science. You may be pleasantly surprised! All school districts in Iowa are suppose to have professional development plans, and individual teacher professional development plans.

You owe it to yourself, your school and most importantly your students to be on top of the latest proven teaching strategies and resources for teaching science. The Iowa Science Teachers Convention is the place to find these! See you there.

W. Tony Heiting, Ph.D
State Science Consultant
Iowa Department of Education
515-281-3249
Tony.heiting@iowa.gov

ISTS FALL CONFERENCE

Iowa Science Teachers Fall Conference '05

October 20, 2005

Polk County Convention Complex, Des Moines

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Theme: Standing on the Shoulders of Giants

Dear Science Teacher:

Reward yourself for all your hard work on behalf of Iowa's science students by taking **October 20** as a day of rejuvenation and reconnection with hundreds of colleagues from across the State. Please join us for what is turning out to be a GREAT Fall Conference Program at the **2005 *ISTS Fall Conference*** on Thursday, October 20 at the Polk County Convention Center. Come over on Wednesday night if you can, to join in the kick-off *Grand Ribbon Cutting* opening of the Exhibit Hall and *President's Reception*.

Featured amidst the **broad array of presenters** is Thursday's noon luncheon keynote speaker **Dr. Robert Yager** of the University of Iowa, who casts our profession in the bright light of a distinguished career and

futuristic vision. An outstanding **Exhibit Hall** will showcase the latest in science education innovations amidst morning and afternoon sessions sure to send you home inspired.

So put something for *YOU* on your calendar----Thursday October 20th! We hope you will join us in a memorable and science filled day. Please see this web site for more information and registration materials.



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!!<http://ists.pls.uni.edu/>

Sincerely,

Jeff Weld, Fall Conference Chair, Past President of ISTS,

Michael Clough, ISTS President; and the entire ISTS Leadership Cadre

Iowa Academy of Science Goals:

- Promote research in the sciences
- Promote public understanding of science
- Improve instruction in the sciences
- Disseminate scientific knowledge
- Recognize high achievement in science and science teaching

To attain these goals throughout the state of Iowa.

Announcements.....

- **Iowa Science Olympiad**

The date for the Iowa Science Olympiad is Saturday, March 4th, 2006. It will be held in Ames. Anyone interested in registering or in more information should contact me: Peg Barbour, Ames Middle School, 3915 Mortensen Rd., Ames, IA 50014 515-268-2400 ext. 5044

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APS Classroom Resources and Teacher Fellowship

Free Careers in Physiology Brochure

Turn your students on to dynamic life science career possibilities with the APS Careers in Physiology brochure. This FREE color brochure explains what physiology is, what physiologists do, why physiology is important, and how to become a physiologist. As part of the careers outreach program of The American Physiological Society, the brochure was produced in conjunction with a careers website (<http://www.the-aps.org/careers/careers1/index.htm>). The website features information for students at all grade levels (elementary-graduate school), including hands-on experiments, biosketches of physiologists, extensive information on careers in physiology and other life sciences, awards available to students, resources specifically for minority students, and much more. For your free copy of the APS Careers in Physiology brochure, send your request to education@the-aps.org. Up to 300 copies are available free to teachers and for career fairs. For additional copies, the cost is \$10/100.

Frontiers in Physiology Fellowship - \$8500 Summer Research Opportunity

Science teachers of grades 6-12 are invited to apply for this year-long immersion in the world of cutting-edge physiology research. Teamed with a local scientist, Fellows do hands-on research for seven-eight weeks during the summer as well as explore and practice teaching methods that integrate inquiry, equity and the Internet into their classrooms. The Fellowship concludes with a trip to a scientific conference in Washington, DC. Awardees receive a stipend of up to \$8500 over the year that includes travel and a materials mini-grant. Applications are due January 12, 2006. For more information about the Fellowship, see the American Physiological Society's web site (<http://www.the-aps.org/education/frontiers/app.html>) or contact Kathleen Kelly (kkelly@the-aps.org) in the APS Education Office.

Resources for K-12 life science educators

Check out the American Physiological Society's web site for K-12 science teaching resources, including dozens of free classroom labs/activities written by teacher participants in APS fellowship programs. Also, you'll find order forms for a FREE classroom set of "The Science of Life" student comic book and links to APS Learning Cycle Units including "Physiology of Fitness" and "Neural Networks." Go to http://www.the-aps.org/education/edu_k12.htm to get started.

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E: education@the-aps.org
Web: <http://www.the-aps.org/education>

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• **Hello from the American Physiological Society!**

I wanted to inform you of a position statement that APS has just released supporting the use of animals in science education at all levels. The Society believes in the educational benefits of a well-rounded curriculum that includes animal exercises as well as the right of educator to choose the most effective curriculum for their students.

Summary:

Physiologists Affirm Need for Animal Labs in Active Learning
Teaching laboratories integral in providing students with a rich learning experience

"Teaching laboratories that actively engage students in observation of and interaction with living systems enhance student understanding of physiology [and] provide experiences that are qualitatively and quantitatively different" from what students experience in other educational settings, the American Physiological Society (APS) asserts in a new position statement.

At a time when many institutions are cutting back on animal laboratories, the APS position statement notes that a well-rounded physiological curriculum should include animal laboratories as well as other teaching methods: "Well-designed animal laboratories provide vivid, exciting opportunities for the direct study of how living systems function."

To view the entire position statement and supporting rationale, go to <http://www.the-aps.org/pa/action/news/animalsinteaching.htm>.

Please contact me with any questions (sbrooks@the-aps.org, 301-634-7253).

Stacy Brooks

- **Innovations in Science Education: The Funworks**

Three hundred middle school students from around the country worked on the Funworks website, created by the Education Development Center to link students' interests and hobbies to future careers in science, technology, engineering, and math. The site—chock full of graphics, photos, interactive games and more—can also be a wealth of information for guidance counselors, teachers, and parents. Learn more at <http://www.thefunworks.org>.

- **BM Program to Create More Math and Science Educators**

IBM said last week it plans to launch a pilot program that will provide financial support for up to 100 retiring employees who want to leave the company to become math and science teachers. As part of the Transition to Teaching program, while still working for IBM, participants will take both online and traditional courses, participate in online mentoring, and student teach for up to three months. IBM will reimburse participants up to \$15,000 for tuition and stipends while they student teach. The pilot will begin in January in New York, North Carolina, and other locations where IBM has a significant presence. Read more at http://www.ibm.com/news/us/en/2005/09/2005_09_19.html or at

<http://www.eschoolnews.com/news/showStory.cfm?ArticleID=5871>.



- **Smithsonian**
National Museum of Natural History

FROM: David G. Furth, Ph.D., Department of Entomology

SUBJECT: **2005 The Coleopterists Society Youth Incentive Award Program**

The Coleopterists Society, an international organization of professionals and hobbyists interested in the study of beetles, has established a program to recognize young people studying beetles. The Society has pledged to provide up to \$300 each year for the Youth Incentive Award Program. In addition to monetary grants of \$150, award recipients will receive up to \$200 (Junior Award) and \$400 (Senior Award) of equipment credit from the [BioQuip Products](#) catalog. In addition to monetary grants of \$150, award recipients will receive a one year subscription to the society journal, *The Coleopterists Bulletin*. **This is for children of grades 7-12 only.**

The objectives of the Youth Incentive Award are to:

- * provide encouragement and assistance to young beetle enthusiasts (grades 7-12).
- * promote the study of beetles, the most diverse group of insects, as a rewarding lifelong avocation or career.
- * provide opportunities for young people to develop important life skills such as leadership, cooperation, communication, planning and conducting a scientific study, grant writing and managing funds.
- * provide some financial support to enrich activities or projects.

A Youth Incentive Award Committee from the Coleopterists Society will evaluate the applications and will select up to two winners annually; one each in junior (grades 7-9) and senior (grades 10-12) categories. The selection committee invites proposals for topics such as field collecting trips to conduct beetle species inventories or diversity studies, attending workshops or visiting entomology or natural history museums for special training and projects on beetles, studying aspects of beetle biology, etc. The proposed activities or projects will be evaluated on their degree of creativity, educational benefit to the applicant, scientific merit, feasibility and budgetary planning. This Award is for proposals by individuals only. Each applicant is strongly encouraged to find an adult advisor (teacher, youth group leader, parent, etc.) to provide guidance in proposal development, but the proposal **MUST** be written by the applicant. The Coleopterists Society would also be happy to assist in establishing contacts between youth and professional Coleopterists.

Additional details and application forms for **The Coleopterists Society Youth Incentive Award Program** can be obtained from: Dr. David G. Furth; Entomology, NHB, MRC 165; P.O. Box 37012; Smithsonian Institution; Washington, D. C. 20013-7012 (phone: 202-633-0990, FAX: 202-786-2894, email: furthd@si.edu). Also check The Coleopterists Society WebPage: <http://www.coleopsoc.org/>

Applications for this year must be submitted by **15 November 2005**.

● **NRC Report Makes Recommendations on State Science Assessments**

With NCLB science-testing requirements quickly approaching, the National Research Council (NRC), a division of the National Academies, is releasing a report that provides guidance to states on science assessments. The report, "Systems for State Science Assessment," explores ideas and tools that are needed to assess science learning at the state level. According to a July 13 article in *Education Week*, the report highlights the need for assessment questions to be aligned with standards and curriculum, and for teachers to be better trained in using the exams to improve student learning.

According to the article, "the authors say the tests should be built around 'organizing principles' or 'big ideas' of science, such as evolution and molecular theory, to give students a stronger sense of how different aspects of the discipline connect." In addition, "states should consider using more than one test, with pieces of assessments written at the state and district levels...."

A draft of the report can be read online or pre-ordered at http://www.nap.edu/catalog.php?record_id=11312. To read the *Education Week* article, go to <http://www.edweek.org/ew/articles/2005/07/13/42science.h24.html> (free registration required).

- **Bacteriology, Microbiology, and Laboratory Safety are Topics in UMass Online Sessions for Science Teachers in Grades 6–12 Starting Oct. 17**

Would you like to find an engaging way to teach students about bacteriology, microbiology, laboratory safety, plus current food safety knowledge and skills? Would you like to interact online with other educators and share inquiry-based teaching ideas? The University of Massachusetts (UMass) Extension Nutrition Education Program is offering *Food Handling is a Risky Business* and *Current Controversies in Food Science*—two modules of its online program Food Safety FIRST—beginning October 17. As part of a three-module program, these courses are designed for science teachers in grades 6–12 to demonstrate inquiry-based learning, increase laboratory skills, share food science and safety ideas with peers worldwide, and develop meaningful student projects that meet NSES. The third module, *Bacteria Are Everywhere* will be offered in January 2006. “Explore A Course” by visiting http://www.foodsafetyfirst.org/fsf_tour.html. For more information on this session and all three modules, and to register, go to <http://www.foodsafetyfirst.org>.

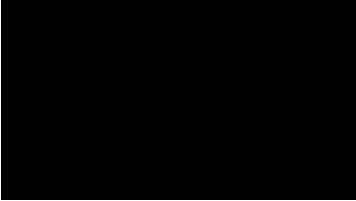
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- **U.S. Leaders Fret Over Students’ Math and Science Weaknesses Reports *Education Week***

“Bill Gates, the chairman of the behemoth Microsoft Corporation, says he’s a little “scared” by it. Rep. Vernon Ehlers declares it a steadily worsening crisis. And the Business Roundtable says the United States cannot wait for another challenge, such as the Soviet Union’s launch of the Sputnik satellite in 1957, which propelled the United States into the space race, before the country starts working on it. What they and other national business and political leaders are worried about is U.S. schools’ ability to stimulate students’ interest in math and science. Others, meanwhile, wonder if the fears are akin to those that arose in the early 1980s, when many prominent Americans were sounding the alarm over Japan’s ascendance in the world economy.” Read more of the debate in the September 14 issue of *Education Week*, available at <http://www.edweek.org> (free registration required).

- **Scientific Savvy? In U.S., “Not Much” Reports *New York Times***

“While scientific literacy has doubled over the past two decades, only 20 to 25 percent of Americans are ‘scientifically savvy and alert.’ Most of the rest don’t have a clue,” says Jon D. Miller, the subject of an August 30 *New York Times* article for his work over the last 30 years surveying how much Americans know about science. “At a time when science permeates debates on everything from global warming to stem cell research,” says Miller, “people’s inability to understand basic scientific concepts undermines their ability to take part in the democratic process.” American adults in general do not understand what molecules are, fewer than a third can identify DNA as a key to heredity, only about 10% know what radiation is, and one adult in five thinks the Sun revolves around the earth, says the *Times*. To read the entire article, visit <http://www.nytimes.com/2005/08/30/science/30profile.html>.

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- [Redacted] ALCOA Presents: Inventing Flight: A Workshop for Science Teachers (5 – 9) Saturday, October 8th - 8:30 am to 3:30 pm Putnam Museum of History and Natural Science About Inventing Flight

Participants will investigate Inventing Flight, a multi-media curriculum package specifically designed to introduce upper elementary, middle and high school students to the invention/inquiry process. Teachers will engage in a number of “hands-on” student activities meeting state and national standards in science. Connections will also be made to math, language arts, social studies and technology education. Attendees will have an opportunity to review some of the videos designed specifically for the project, as well as preview activities featured on VHS and DVD, to assist teachers in conducting successful classroom experiments. Participants will learn how to choose the best flying site and flying conditions for student activities, as well as explore opportunities to build flying machines to illustrate the invention process of the Wrights. In addition, attendees will be provided with this exciting curriculum package as well as student materials for each class. Participants will learn about on-line teacher training and the potential for support from local Academy of Model Aeronautics flying clubs.

Teachers must agree to a phone interview with program administrators or instructors to help evaluate the program, as well as help facilitate on-line student evaluations of the activities. Teachers may join an e-mail list in order to improve communication and support among participants.

Additional Program Highlights: No Registration Fee; participants will receive a curriculum kit and all classroom materials for each student After the phone interview, each participant receives a stipend of \$100. 30 participant limit; priority given to teams of teachers from the same school Continental breakfast and lunch is provided Registration Deadline: September 16th, 2005 (Call even though the deadline is past.)

This Professional Development Opportunity is generously supported by ALCOA, the Academy of Model Aeronautics, the Iowa Academy of Science, and the Putnam Museum of History and Natural Science.

The activities for each lesson will take approximately eight to ten class hours to complete, and participants may have to re-arrange some plans in order to accomplish this task prior to the site visit. As a “thank you” for making these adjustments, a stipend of \$100 is offered. Stipends will be paid once each teacher has completed an exit interview with Marcy Seavey from the Iowa Academy of Science. Workshop participants are provided with over \$500 of curriculum and classroom materials, as well as on-line support while doing the projects, including student

assessment. All activities must be completed by the end of December, 2005.

If you have questions concerning these expectations or to register, please contact:
Marcy Seavey, Program Director Iowa Academy of Science, 175 Baker Hall – UNI,
Cedar Falls, Iowa 50614-0508 Phone: 319-273-7486 Fax: 319-273-2807 Email:
iowawet@sunny.uni.edu

• eCYBERMISSION

Dear Colleagues,

Just in case you missed this opportunity for students in grades 6-9.... a great electronic challenge! I highly recommend you consider this as a possible project for your students ...and it will be a REWARDING experience. (The challenge is underwritten by the a US agency which will not interfere with the contest nor make use of the contestant list for any other purposes.)

The following sentence sums up the goal of this team-oriented challenge. "Taking the science fair out of the auditorium and into cyberspace."

eCYBERMISSION (www.ecybermission.com) is a FREE, web-based science, math and technology competition for students in grades 6 through 9. The competition encourages and rewards students from a diverse range of proficiency levels, interests and backgrounds. It also promotes self-discovery for all students to recognize the real-life applications of these disciplines.

What are the key dates for eCYBERMISSION competition year 2005-2006?

September 1, 2005-Registration Begins

December 12, 2005-Registration Closes

February 21, 2006-Mission Folder Submission Deadline

How does the competition work?

Student teams identify a problem in their community that is related to either Health and Safety, Arts and Entertainment, Sports and Recreation or the Environment.

- Teams identify a problem, formulate a hypothesis and conduct research and experiment
- Teams are encouraged to collaborate on-line using Discussion Forums, *chat rooms and *Instant Messaging *Use with extreme care!
- Teams must submit their Mission Folder, the official write-up of their project with attached files (e.g., photographs, data/charts/graphs or their own web site), via the web site to complete their entry.
- Judges review and score the Mission Folders on-line to determine regional winners
- Regional winning teams with the highest cumulative scores are then invited to compete in the National Judging and Educational Event, where each team presents its project to a panel of live judges, which determines the national winners.

What can participants win?

eCYBERMISSION provides numerous incentives and awards for participation, with additional awards and recognition for regional and national winners. Potential prizes include U.S. EE savings bonds, plaques, travel, media recognition, t-shirts and more!

For additional information about eCYBERMISSION, please visit the web site at www.ecybermission.com or contact Mission Control at 1-866-GO-CYBER (462-9237) or missioncontrol@ecybermission.com.

Claude
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• **EarthTutor Opportunity**

Stottler Henke Associates, Inc. is conducting a pilot study for a project focused on fostering the use of earth science satellite data in classrooms. We thought that you may be interested in participating in this pilot being conducted as preparation for a formal NASA review in December 2005.

The project, entitled EarthTutor, is an "Intelligent Tutoring System" that uses emerging AI technologies to provide an interactive and adaptive remote sensing learning experience. The software aims to accommodate students of diverse abilities and skills. EarthTutor integrates with an image processing application and offers inquiry-based, self-paced labs. The target audience is advanced high school and college earth science students. EarthTutor labs are being developed in the areas of Oceanography, Polar Ice, Vegetation, Atmosphere, and Natural Disasters with the help of experts at Stanford, Univ. of North Carolina, Old Dominion Univ., and Albion College.

A limited Phase I pilot (conducted at Stanford University) provided positive feedback on an earlier version of EarthTutor. We are now conducting a Phase II pilot to evaluate the functionality, usability, and classroom effectiveness of an expanded version of EarthTutor. The pilot also aims to generally expose educators and students to this new technology. We would like to get candid feedback from both teachers and students about what works and what could be better.

To accommodate busy schedules, we offer different, flexible "levels of participation". Teachers have the option of evaluating ET themselves, and/or giving their students hands-on exposure to EarthTutor. Depending on your individual availability, this will require a time commitment between 4 - 20+ hours (estimated). The pilot participation period is going on right now; if you are interested, it would be great to hear from you soon.

By participating in this pilot you have the chance to help shape the application of Intelligent Tutoring Systems to earth science education. EarthTutor was specifically designed as a teaching tool for earth science educators like yourself, and we would be very happy to have your feedback.

For more information on EarthTutor, please visit the website at:

<http://www.stottlerhenke.com/earthtutor/>.

If you are interested in the pilot, please contact me and I can provide more details. I look forward to hearing from you soon.

Regards,

Sarika

Sarika Singh
EarthTutor Pilot Coordinator
Stottler Henke, Associates, Inc.
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Check out past issues of the ISTS newsletter at
[<http://ists.pls.uni.edu/newsletters/index.html>]

Your ISTS Leadership Team!can be found at:
[<http://ists.pls.uni.edu/officers.html>]

(We are always looking for good people. Send an e-mail to jeff.weld@uni.edu if you wish to be more involved.)

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Invitation to improve/contribute to this newsletter
How best can this newsletter serve you? Do you have something to contribute for the good of the ISTS membership? Zing a line at jeff.weld@uni.edu or nweirather@central-lee.k12.ia.us.

Nadine Weirather

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