Oct. 2016 Spotlight: Kyle Gray

The October 2016 GER Spotlight is Dr. Kyle Gray, Associate Professor in the Department of Earth and Environmental Sciences at the University of Northern Iowa. In his profile, Kyle shares a few of his favorite education research papers that examine conceptual change of mental models about the earth and contrast education research with physical and life science research. He also describes how GER fits into the landscape of his institution, and highlights a new project on student misconceptions around mass extinctions for which he is seeking collaborators. Read the full October 2016 Spotlight here!
Featured Article

Emergent Themes From Recent Research Syntheses in Science Education and Their Implications for Research Design, Replication, and Reporting Practices

"This article draws upon the experiences of four recent efforts to synthesize the findings of quantitative studies in science education research. After establishing the need for research syntheses in advancing generalizable knowledge and causal effects research in our field, we identify a set themes that emerged in the process of conducting these syntheses. These themes include that many impact study designs were not conducive to quantitative synthesis, reporting practices of studies were often insufficient for inclusion in research synthesis, and very few replications were performed. These findings have the potential to limit the advancement of knowledge and discovery in science education research. We recommend that the science education research community pay closer attention to existing reporting standards and guidance, as well as consider the merits of a stronger commitment to study registration, replication, and data sharing."


Publication Opportunity- Geosphere

Geosphere has an ongoing themed Issue on Human Dimensions that may be an appropriate venue for some geoscience education research. Geosphere is an online-only format publishing high-quality research results from all geoscience fields. The journal has a 2016 impact factor of 2.262. To see papers published for this theme, go to http://geosphere.gsapubs.org/site/misc/humandimen.xhtml.
Job, Internship, and Scholarship Opportunities

- **Associate Director for Assessment**, Center for Advancing Teaching and Learning Through Research, Northeastern University (requisition number STFR002815)

- **Evaluation Coordinator**, Center for Science Teaching and Learning, Northern Arizona University (job ID 602686)

- **Postdoctoral Fellowship in Education**, TERC (deadline **October 31, 2016**)

- **Assistant Professor of Environmental Education**, Western Washington University (deadline **November 12, 2016**)

- **Neukom Fellows**, Neukom Institute for Computational Science, Dartmouth University (deadline **November 15, 2016**)

- **Postdoctoral Research Associate**, School of Earth and Space Science, Arizona State University (deadline **November 18, 2016**)

- **Assistant Professor of Earth Sciences** (research field unspecified), Ohio State University at Newark (Requisition #420687, deadline **December 5, 2016**)

- **Renewable Term Instructor of Science Education**, Earth Science, University of Northern Iowa (Requisition # 51113, deadline **January 6, 2017**)

Upcoming Grant and Award Deadlines

- **Spencer Foundation Small Research Grants** Full Proposal Deadline **November 1, 2016**

- **National Science Foundation Improving Undergraduate STEM Education: Education and Human Resources** (Exploration and Design Tier) Full Proposal Deadline **November 2, 2016**

- **National Association for Research in Science Teaching 2017 Early Career Research Award** Nomination Deadline **November 15, 2016**
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 Bitting.