

How to Teach Science - Call for Articles

How to teach science is an ongoing discussion topic for higher education, teachers from Pontiac Michigan, to southern Australia, and within distinguished think tanks and research programs in universities. *What, How, When, and Where* are each part of this issue. Since the acronym STEM was adopted, how to deliver it within a comprehensive education environment has not proven to be universally described.



According to Kristiina Kumpulainen, University of Helsinki, "society and the demands of the workplace are changing at a rapid rate, as is our perception of what to teach children and what they need to know to survive."

A scientifically literate populace can result when students move seamlessly into undergraduate and graduate STEM education programs. Also, new groups of educators must look more like the students in classroom whether in Manchester or Minneapolis.

Classroom Laboratories in K12 systems offer approaches launched by universities and research organizations. These pilot programs offer interesting but limited classroom application opportunities for preparation of new teachers. Teacher development programs at some institutions lack faculty with early STEM expertise or understanding of industry skills requirements.

Emerging career fields especially those involving new technology are not well understood or explained by K12 educators.

So what are the best ways to teach science and to prepare future teachers to build a globally competitive workforce?



Our second 2020 edition of *STEM News Chronicle* will feature articles addressing two issues: How to better teach science and approaches to building a more diverse teacher workforce. Related to these and our overall theme are questions of;

- How to increase critical thinking skill development in science at all grade levels?
- What new learning concepts exist?

Articles of between 500 – 700 words are requested by **March 29, 2020**.
Send to: info@schronicle.com