NEWS and VIEWS

Succession planning
This time last year I indicated that I want to step down from the role of editor at the beginning of 2018, and I asked if there was anybody interested in taking on that role. I have had an offer from Femi Otulaja and we have decided to be co-editors for 2017. I have asked Femi to write a short introduction (see below).

I am still to negotiate a home to archive the past bulletins but for the present time they will remain where they are on my website. There have been offers in the past to archive them elsewhere but this has not been done comprehensively.

Near the end of 2017 we will contact you asking if you wish to remain in the network. Your name and email will be sent to Femi and he will set up and maintain a new distribution list. I will delete the old lists at the end of the year.

If you have any comments or problems with this process, please feel free to contact me.

Michael Michie
Co-Editor

An introduction by Femi
My name is Femi Otulaja. I am originally from Nigeria. I have since spent a great deal of time in the US and now I am in South Africa. I started as a visiting research fellow at Marang Center for Mathematics, Science and Technology Education at the Wits School of Education of the University of Witwatersrand (Wits) and now I am an academic staff member. I hold degrees in Animal Science/Production (BS & MS) from Penn State, an MA in Science Education from NYU and a PhD in Urban Science Education from CUNY.

At Wits, I initiated and directed a math and science mentoring program, (Learners’ Mentoring Program) at Wits Math Connect, for secondary school learners in township schools. I trained and engaged Wits students as mentors helping them give back to their community as volunteers. South Africa is where I also had a chance to return to my life-long desire to get involved with indigenous knowledge (IK & IKS), the knowledge of my ancestors that has so long been neglected and marginalized. I became involved with the now retired Emeritus Professor Meshach Ogunniyi (University of the Western Cape) and now we have established the African
Association for the Study of Indigenous Knowledge Systems (AASIKS) and I am the current president. My goal is to promote IKS anywhere and everywhere in the world. Hence I appreciate the work that Michael Michie has been doing these many years in promoting IKS and science worldwide through the Indigenous Science Network Bulletin. I want to continue the work and try to improve on what Michael has accomplished through the Bulletin. I came across the Bulletin more than three years ago and have been a subscriber ever since. I have encouraged others to do the same, including my students. The future is great for IKS as many countries are returning to the knowledge of their ancestors all around the world and are including IKS in their national curriculum.

My area of research focus is the socio-cultural understanding of science teaching and learning, misalignment of indigenous knowledge systems (IKS) and classroom science; and induction (professional development), and mentoring (teachers and students (learners)) of pre-service and in-service science teachers.

Femi Otulaja
Co-Editor

Kunwinjku Counting Book creators in talks with US publishers following crowdfunding success
After being knocked back for an expansion grant, the creators of a West Arnhem Land children’s counting book have smashed a crowdfunding campaign and are in talks with an international publisher.

Rock art decay 'sure as night follows day', says retired Museum boss
An increase in emissions from nearby industry will accelerate decay at the world's largest rock art gallery, located on WA's Burrup Peninsula, former public servant and conservation scientist Ian MacLeod says.
http://www.abc.net.au/news/2016-12-10/burrup-peninsula-rock-art-concerns/8107114

Malpa Young Doctors program teaching Indigenous students about leadership, culture in Canberra
It wasn't your typical graduation ceremony, with academic robes and hats. But for young Indigenous man Kurran Ramalli and his peers at the Namadgi School in Canberra, graduating from the Malpa Young Doctors program was just as special.

Indigenous arts community lobby Government to make it illegal to sell fake Aboriginal-style souvenirs
Australia's Indigenous arts community is calling for changes to the law to make it illegal to import and sell fake Aboriginal-style souvenirs.

International Journal of Innovation in Science and Mathematics Education (IJ-ISME)
The International Journal of Innovation in Science and Mathematics Education (IJ-ISME) is pleased to announce a special issue on supporting Indigenous student engagement with STEM in higher education. We would be very grateful if you could assist us in sharing the attached call for papers with your networks.

This is a global call seeking examples relevant to any Indigenous peoples. We will consider a wide range of topics, however some key themes of interest are:

- STEM education in secondary schools including transition strategies to tertiary studies
• Transforming curriculum and innovative pedagogies
• Engaging Indigenous communities with STEM
• The role of Elders in STEM knowledge and education

**NOTE: Support and mentoring for developing projects** and teaching strategies in this area can be facilitated by the editors.

Papers should be between 3000-6000 words in length. Guidelines for authors are available at: http://openjournals.library.usyd.edu.au/index.php/CAL/about/submissions#authorGuidelines

**Abstracts due in March, 2017.** Interested authors should initially submit a 250-word abstract for consideration to s.beames@uq.edu.au

This expression of interest is to help ensure that the final edition addresses a broad range of disciplines and challenges.

**Manuscripts due: mid-late 2017.** This special issue will be published online in late 2017 at: http://openjournals.library.usyd.edu.au/index.php/CAL/index

**SEEDS Inaugural Statement of Solidarity**

We find ourselves in a historical moment where science, technology, engineering and mathematics are unquestioned as important and necessary for participating in an increasingly technological and diverse society. In contrast, researchers with a long commitment to addressing equity and social justice issues, many of whom are scholars of color, have moved beyond mainstream ways of superficially addressing “STEM” education that do not explicitly address the role of power, hegemony, and oppression in science education. Instead, we seek to tackle issues directly and with transformative action. To this end, *Science Educators for Equity, Diversity and Social Justice* (SEEDS, http://seedsweb.org) is an organization committed to researching, building, and sustaining transformative science education with all students through critical engagement.

Given the political moment in which we currently find ourselves, and in light of the increased bullying and attacks (e.g., https://www.splcenter.org/20161128/trump-effect-impact-2016-presidential-election-our-nations-schools) directed toward women and girls, LGBTQIA people; people of non-Christian faith, such as Muslims and Jews; people who are working class, poor, and/or homeless; immigrant and refugee communities; people with disabilities; Black, Latin@, Asian, indigenous, and American Indian communities, we feel it important to state clearly and firmly that we stand with you, and each other. We stand against unjust deportations. We stand against misogyny and trans/homophobia. We stand against anti-Semitism. We stand against xenophobia, racism, and anti-blackness. We stand to protect our planet, and our ecological communities, and slow the impact of human-induced climate change. We stand against economic and environmental injustice, and the contamination of our land, air, and water--contamination which disproportionately affects minoritized communities. SEEDS embraces science education as an important tool for transformative action and social/environmental justice. We recognize that critical and public engagement with any and all forms of oppression are essential, particularly in these times--even if/as we become increasingly targeted for our commitments to critical scholarship and public intellectualism. We stand in support of each other as we continue on this journey together.

Sent on behalf of the SEEDS founding members http://seedsweb.org/page2/index.html

**Sharing the Knowledge about the Role of Indigenous Epistemologies in STEAM Education**

Flora Ayuluk, Liliian Olson, Lisa Unin (Cup’ik Immersion wing teachers) and Cikigaq-Irasema Ortega, PhD. Associate Professor (a science education faculty member from the University of Alaska, Anchorage)
For the past five years a team composed of Alaska Native teachers from the Cup'ik language immersion and a science education faculty from the University of Alaska, Anchorage have worked of developing STEAM curriculum from the Cup'ik perspective.

Their work has been recently recognized by the National Science Foundation and the organizers of the 5th International Conference of Language Documentation and Conservation. This year’s conference will take place at the University of Hawaii, Manoa on March 2-5. This year's theme is "Vital Voices: Linking Language and Wellbeing" The team has received funds from NSF to present two sessions of their workshop titled “Science, Technology, Engineering, Arts, and Mathematics (STEAM) Curriculum as a Lens for Language and Culture Revitalization in Rural Alaska”.

The team will travel to Honolulu to share their work for an international audience of educators ranging from kindergarten to university. Their work exemplifies a stance that promotes the revitalization of language, Indigenous epistemology and sense of place in an educational system that threatens to Indigenous epistemology.

RESOURCES

*Living with the Locals*

*Living with the Locals* comprises the stories of 13 white men, boys and women who were taken in by the Indigenous people of the Torres Strait islands and of eastern Australia and who lived in their communities between the 1790s and the 1870s, from a few months to over 30 years. The white people had been shipwrecked or had escaped the confines of penal servitude and survived only through the Indigenous people's generosity. Many of them were given Indigenous names--Bunboe, Murrangurk, Duramboi, Waki, Giom, Anco. They assimilated to varying degrees into an Indigenous way of life--several marrying and learning the language--and, for the most part, both parties mourned the white people's return to European life.

The stories in *Living with the Locals* provide a glimpse into Indigenous life at the point of early contact between Indigenous people and British colonists. It was a time when negative attitudes towards Indigenous people gave rise to misinterpretation of events and sensationalised versions of the stories. However, many of the white survivors spoke up against the appalling treatment of the Indigenous people, and advocated for conciliation and land rights. They also were unwilling to reveal Indigenous beliefs and customs to unsympathetic colonists.

*UNESCO Observatory Multi-Disciplinary Journal in the Arts*


Volume 4, Issue 1: 'Indigenous Education in Australia: Policy, Participation and Praxis'
Volume 4, Issue 2: 'Indigenous Education In Australia: Place, Pedagogy and Epistemic Assumptions'

This special edition of the UNESCO Observatory e-Journal focuses on education for and about the First Peoples of Australia and bears witness to the many faces of Indigenous education in Australia. It testifies to a complex landscape; places on a map, places in minds and places in spirit that taken together present a snapshot of the tone and dimension of Aboriginal and Torres Strait Islander education in early 2015.
Indigenous education policy is framed by a bi-partisan commitment to 'closing the gap'. In some instances, Indigenous leaders are framing the debate over how this is best achieved. At the same time, non-Indigenous educators are increasingly becoming aware that equality and mutual respect can only be established once the Australian community opens its mind to the ancient wisdom and the true stories of this place. Many of the articles in this publication identify the 'gap' as an epistemological divide and argue that, like any bridge, education measures aimed at 'closing the gap' need to be constructed simultaneously from both sides. To that end, a number of papers focus on initiatives being developed and explored by mainstream schools to give authentic voice to the perspectives of First Australians for the benefit of non-Indigenous students.

The papers in Volume One, *Indigenous Education in Australia: Policy, Participation and Praxis*, are all concerned with how Western educational structures and institutions work for and with Aboriginal and Torres Strait Islander students. Volume Two of the Journal is entitled *Indigenous Education In Australia: Place, Pedagogy and Epistemic Assumptions*. Each of the articles in this volume pertains to the education experiences of people living in remote Australia.

The articles in this publication take the reader through a rich multidisciplinary tapestry that points to the breadth and complexity of the Indigenous education landscape in Australia today. The papers are honest and true to the heterogeneous communities that are the First Peoples of Australia. Similarly, the poetry and artworks that appear here bear witness to the breadth, depth and diversity of artistic talent and tradition in this country. Taken together, they challenge the reader to move beyond a simplistic quest for 'the silver bullet' to redress disparity in education outcomes between Indigenous and non-Indigenous Australians. They encourage reflection, innovation, reciprocity, respect and empowerment through education.

We recommend each and every article.

**Recent paper**


**Abstract** This paper approaches mindfulness, an awareness of internal and external realities, as a culturally-shaped habit of mind. Findings of a cross-cultural study and popular sayings that reflect America’s cultural orientation to consumption and competition are contrasted with findings from Hawaiian language newspapers, traditional cultural practices, and Hawaiian sayings that indicate an orientation to ecological mindfulness that increased the resilience of fragile social ecosystems. Marginalization of indigenous culture, language, and knowledge and cultural differences between teachers and indigenous students are proposed as a contributing factor to lower science performance of Native Hawaiian students in mainstream schools. Two professional development projects designed to reduce conflicts between culture and science instruction are presented. Findings from these projects suggest alignment of science inquiry with indigenous cultural knowledge and practices oriented to sustainability supports the development of teachers’ ecological mindfulness as indicated by increased awareness of, interest in, and incorporation of place and culture-based based resources into their instruction. Teacher feedback indicates that mapping technologies that enable teachers to visualize and integrate indigenous place-based Hawaiian knowledge with science inquiry are promising instructional strategies.
CONFERENCES

2017 Sandra K. Abell Institute for Doctoral Students
24-28 June 2017
National Taiwan Normal University, Taipei, Taiwan

The 2017 Sandra K. Abell Institute for Doctoral Students (a.k.a. Abell_Institute@NTNU) will be held on the campus of National Taiwan Normal University (NTNU) in Taipei, Taiwan from June 24-28, 2017. This is the first time the Sandra K. Abell Institute for Doctoral Students will be held out of the US, and is part of NARST’s effort to further internationalize the Sandra K. Abell Institute for Doctoral Students. The theme of the 2017 Institute will be “Glocalization of Science Education: From Global to Local Science Education Perspectives”. This Institute will offer doctoral student from around the world opportunities to build a global community of science education scholars, not only among the students, but also with internationally renowned scholars, as well as the NTNU community. For more information please go to NARST’s website or SK Abell Institute.

14th Biennial Conference of the International History, Philosophy and Science Teaching (IHPST)
4-7 July 2017
Ankara, Turkey

The International History, Philosophy and Science Teaching (IHPST) invites you to submit proposals to its 14th Biennial Conference to be held July 4-7 in Ankara, Turkey. This conference aims at bringing together researchers and policy makers in science education and in history, philosophy and sociology of science who are interested in research and practice at the intersection of these disciplines. A summer school for doctoral students will be held before the conference begins.

Conference Theme:
Looking back, looking ahead: Achievements and perspectives in HPS studies in science education

Important Dates:
Proposal Submission Deadline: 17 February 2017 Early Registration Deadline: 14 April 2017 Registration Deadline: 23 June 2017

The full call for proposals, proposal submission link, plenary speakers, and other useful information can be found at ihpst.net

For more information, please feel free to contact the conference organizers at ihpst2017@gmail.com

8th International Conference on New Horizons in Education
17-19 July 2017
Freie University Campus in Berlin, Germany

The Association of Science, Education and Technology (TASET), Governors State University, Vienne Technical University and Sakarya University are pleased to invite you to the 8th “International Conference on New Horizons in Education” to be held at Seminaris Hotel on Freie University Campus in Berlin, Germany on July 17-19, 2017.

The main aim of this congress is to bring scholars, researchers, educators, students, professionals and other groups interested in education to present their works in educational studies. This conference is now a well-known educational event worldwide and the number of paper submissions and attendees are increasing each
year. Prospective presenters are encouraged to submit proposals for oral, poster and video presentations that offer new research and theoretical contributions in the field of education.

All accepted papers will be published in the Proceeding Book. All English papers will be published in TOJET (www.tojet.net) as a Special Issue. TOJET is indexed on Scopus and ERIC. Modified version of selected papers will be published in peer reviewed journals such as TOJNED and TOJDEL.

For our all conferences please visit TASET at http://www.taset.net.

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**CALENDAR OF EVENTS**

This is mostly a summary of upcoming conferences. More details may have been given in this or previous bulletins as shown. A web-based contact is usually included. Inclusion of conferences in this list should not to be interpreted as an endorsement of the conference.

**2017**

**March**


**April**


**May**

15-16 May: 19th Annual International Conference on Education, Athens, Greece


**June**


24-28 June: 2017 Sandra K. Abell Institute for Doctoral Students, National Taiwan Normal University, Taipei, Taiwan (NARST's website or SK Abell Institute) (Feb17)


**July**

July 4-7: 14th Biennial Conference of International History, Philosophy and Science Teaching (IHPST), Ankara, Turkey ihpst2017@gmail.com (Feb17)


17-19 July: 8th "International Conference on New Horizons in Education", Freie University Campus, Berlin, Germany ([http://www.taset.net](http://www.taset.net)) (Feb17)

**October**
10-12 Octobre: 3e édition du Colloque sur la persévérance et la réussite scolaires chez les Premiers Peuples, Quebec, Canada [http://colloques.uqac.ca/prscpp/appel-de-propositions/](http://colloques.uqac.ca/prscpp/appel-de-propositions/) (Dec16)