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National Science Teachers Association and Association of Science-Technology Centers (ASTC) Debut Online Journal for STEM Educators

Connected Science Learning Bridges In-School and Out-of-School STEM Learning

ARLINGTON, Va., March 15, 2016—The National Science Teachers Association (NSTA) and the Association of Science-Technology Centers (ASTC), today debuted [*Connected Science Learning*](#), an online journal for STEM (science, technology, engineering, and mathematics) educators. The journal bridges in-school and out-of-school STEM learning and showcases highly effective programs, practices, collaborations, and research taking place between these two learning communities. Educators can sign up [here](#) to receive the free journal.

The journal will be a valuable resource for a wide range of educators, both inside and outside the classroom. It also will be informative to policy makers, corporations, foundations, and others seeking to advance student learning in STEM. Upfront research conducted by David Heil & Associates, Inc., shows that while there is a wealth of research-based knowledge in STEM education, there is currently no easily accessible, user-friendly resource for practitioners that connects formal and informal learning environments. Research reveals a high level of interest and a great need for such a journal.

“This first-of-its-kind journal will inspire and inform a wide range of educators, whether they are in the K–12 science classroom, running an after-school program, or leading education efforts at a

museum or technology center,” said David Evans, NSTA Executive Director. “We want to help all educators take full advantage of unique and engaging learning opportunities that exist both inside and outside the classroom.”

“Educators in science centers and museums share goals and passions with their colleagues in classrooms everywhere,” said Anthony (Bud) Rock, ASTC President and CEO. “Professionals in science centers and museums are deeply connected with classroom teachers through wide-ranging professional activities. This journal will be a valuable new bridge.”

The inaugural issue of *Connected Science Learning* focuses on the theme Successful In-School and Out-of-School Science Education Collaborations. Sample articles include highlights from a STEM program in Minneapolis serving the Minneapolis Public Schools, a “high school within a zoo” at Omaha’s Henry Doorly Zoo, and a program at The Franklin Institute on applying neuroscience to education.

The new journal is produced in partnership with NSTA and ASTC, with pilot funding from the National Science Foundation (NSF). Dennis Schatz, a senior advisor at the Pacific Science Center, and the Informal Science Director for NSTA, is serving as the field editor. Issue two of *Connected Science Learning* focusing on professional development will be released in fall 2016. Pilot funding will underwrite the first two free issues.

About NSTA

The Arlington, VA-based [National Science Teachers Association](#) (NSTA) is the largest professional organization in the world promoting excellence and innovation in science teaching and learning for all. NSTA's current membership includes approximately 55,000 science teachers, science supervisors, administrators, scientists, business and industry representatives, and others involved in science education.

About ASTC

The Association of Science-Technology Centers (ASTC) is a global organization providing collective voice, professional support, and programming opportunities for science centers, museums, and related institutions, whose innovative approaches to science learning inspire people of all ages about the wonders and the meaning of science in their lives. Through strategic alliances and global partnerships, ASTC strives to increase awareness of the valuable contributions its members make to their communities and the field of informal STEM learning.