Bibliography for Research on Engaging Teachers in Considering Science as a Way of Knowing

- Chun, S. & Oliver, J. S. (2000). A quantitative examination of teacher self-efficacy and knowledge of the nature of science. *Proceedings of the Annual Meeting of the Association for the Education of Teachers in Science*. Akron, OH.
- Lord, T. R. & Peard, T. L. (1995). Scientist-teacher summer workshops can enhance constructivist views about science and science instruction. *Education*, 115(3), 445–447.
- Nehm, R. H., & Schonfeld, I. S. (2007). Does increasing biology teacher knowledge of evolution and the nature of science lead to greater preference for the teaching of evolution in schools? *Journal of Science Teacher Education*, 18(5), 699–723.
- Niaz, M. (2008). What "ideas-about-science" should be taught in school science? A chemistry teachers' perspective. *Instructional Science: An International Journal of the Learning Sciences*, 36(3), 233–249.
- Niaz, M. (2009). Progressive transitions in chemistry teachers' understanding of nature of science based on historical controversies. *Science and Education*, 18(1), 43–65.
- Odom, A. L. (2001). Inquiry-based field studies involving teacher-scientist collaboration. *Science Educator*, 10(1), 28–37.
- Radford, D. L. (1998). Transferring theory into practice: A model for professional development for science education reform. *Journal of Research in Science Teaching*, 35(10), 73-88.
- Tuan, H. & Chin, C. (1999). What can inservice Taiwanese science teachers learn and teach about the nature of science? Paper presented at the annual meeting of the National Association for Research in Science Teaching, Boston, MA.
- Wang, J. (2001). *Improving elementary teachers' understanding of the nature of science and instructional practice*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, St. Louis, MO.