

Coming on Board

As the newly appointed editor of the *Journal of College Science Teaching (JCST)* I recognize that I have some very big shoes to fill. Dr. Ann Cutler, *JCST*'s retiring field editor, led the journal for over 12 years and was instrumental in making it the nationally recognized and highly respected peer-reviewed journal that it is today. We will miss her insight and professionalism, but I will do my best to carry on her excellent work as I make some subtle, and some not so subtle, changes to the journal in the months ahead.

I'm using this first editorial to give you some background information about myself. Although I have been a member of NSTA for nearly 30 years, you may not know me or be aware of my work. I hold a doctorate in curriculum and instruction from Kent State University, a master of education with a minor in water resources from North Carolina State University, and a bachelor of science in elementary education from UNC-Greensboro. I am currently an assistant clinical professor at Georgia State University (GSU), having never quite settled down in one place for myriad reasons.

As a university professor, informal science educator, and teacher I have been steeped in science education, and most recently STEM (science, technology, engineering, and mathematics) initiatives, for the last 30 years. During this time, science journals, particularly those published by NSTA, have been very helpful to enhance my growth as a science education professional.

I finished my three-year term with the *JCST* Advisory Board as chair in 2017; however, my time on the board was extended by one year due to work on an ad-hoc committee to review

possible changes to the journal. I'm indebted to Dr. Beth Allen and David Beacom who gave me the courage to pursue this position, one I knew would be a worthwhile yet difficult challenge. I must also thank Ken Roberts and Caroline Barnes, who liked the new ideas I had for the journal. So keep a lookout for possible new features, departments, and categories in the ensuing issues.

I have enjoyed a varied career as an educator, having taught 6th-grade science, reading, and social studies; working as a science specialist in grades K-6; and teaching marine biology, oceanography, and Earth science at the high school level. Following my public school teaching experience, I worked as an informal science educator for the North Carolina Department of Environment and Natural Resources and had the pleasure of facilitating teacher professional development workshops and planning and implementing interpretive programs, events, and environmental education initiatives statewide. During my doctoral studies, I traveled to East Africa where I lived and worked with rural Kenyan teachers. While at the University of North Texas, I continued my research in Kenya and cofacilitated a conference in Uganda, as well as teaching undergraduate and graduate courses including Project-Based Instruction, Science Methods, Effective Teaching and Learning, and Conceptual Models of Learning and Instruction. I have now settled with my wife Brenda in Atlanta, where I am in my fourth year at GSU.

At GSU I've continued my work in Uganda and facilitated a trilateral agreement with the African SOUP, a 501(c)(3) organization based in Atlanta supporting schools in Uganda; the



Bishop Willis Core Primary Teachers College, located in Uganda; and GSU's College of Education and Human Development. One of my primary research interests is teachers' perceptions of herpetofauna and the situational aspects of interaction based on knowledge, experience, and culture. This fall I presented at the Venomous Herpetology Symposium in Miami, Florida. I'm also intrigued at how conceptual understanding of science concepts may influence curricular and pedagogical decisions made by educators.

I currently sit on the Board of Directors for Save The Snakes and am gearing up for an expedition to India to facilitate human/snake interaction conservation education workshops located in the Eastern Ghats.

I'm very passionate about science education and how theory informs practice. I believe that *JCST* is an invaluable resource for science professors, health education professionals, science education researchers, and practitioners alike. Those in teacher preparation programs in colleges and universities are in a unique position to use *JCST* as a resource, sounding board, and communication conduit for the continuous improvement of our profession. I look forward to working with our science education community.

David Wojnowski
Editor