

The following are links to the full articles that were abstracted in the article “Current Research: 2011 Summer Reading Suggestions” (*Science Scope*. 34 (9): 62–64). Please join our moderated discussion of these articles in the [Research in Science Education public forum](#).

[Engaging STEM faculty in K–20 reforms—Implications for policies and practices](#). By Xiaodong Zhang, Joseph McInerney, and Joy Frenchtling. 2010. *Science Educator*. 19 (1): 1–13.

[A study of teacher-mediated enhancement of students’ organization of Earth science knowledge using web diagrams as a teaching device](#). By O. Roger Anderson and Julie Contino. 2010. *Journal of Science Teacher Education*. 21 (6): 683–701.

[Recognizing students’ scientific reasoning: A tool for categorizing complexity of reasoning during teaching by inquiry](#). By Erin Dolan and Julia Grady. 2010. *Journal of Science Teacher Education*. 21 (1): 31–35.

[Managing inquiry-based science: Challenges in enacting complex science instruction in elementary and middle school classrooms](#). By Christopher J. Harris and Deborah L. Rooks. 2010. *Journal of Science Teacher Education*. 21 (2): 227–40.

[Capturing parents’ individual and institutional interest and involvement in science education](#). By Sibel Kaya and Cynthia Lundeen. 2010. *Journal of Science Teacher Education*. 21 (7): 825–41.

[Teaching science using guided inquiry as the central theme: A professional development model for high school science teachers](#). By Anil Banerjee. 2010. *Science Educator*. 19 (2): 1–9.

[Rethinking the introduction of particle theory: A substance-based framework](#). By Philip Johnson and George Papagerogiou, 2010. *Journal of Research in Science Teaching*. 47 (2): 130–50.

[Inquiry-based instruction: What is it and does it matter? Results from a research synthesis years 1984 to 2002](#). By Daphne Minner, Abigail Levy, and Jeanne Century. 2010. *Journal of Research in Science Teaching*. 47 (4): 474–96.

[Coherence, contradiction, and the development of school science identities](#). By Stacy Olitsky, Linda Loman Flohr, Jessica Gardner, and Markita Billups. 2010. *Journal of Research in Science Teaching*. 47 (10): 1209–28.

[Drama activities as ideational resources for primary-grade children in urban science classrooms](#). By Maria Varelas, Christine Pappas, Eli Tucker-Raymond, Justin Kane, Jennifer Hankes, Ibett Ortiz, and Neveen Keblawe-Shamah. 2010. *Journal of Research in Science Teaching*. 47 (3): 302–25.