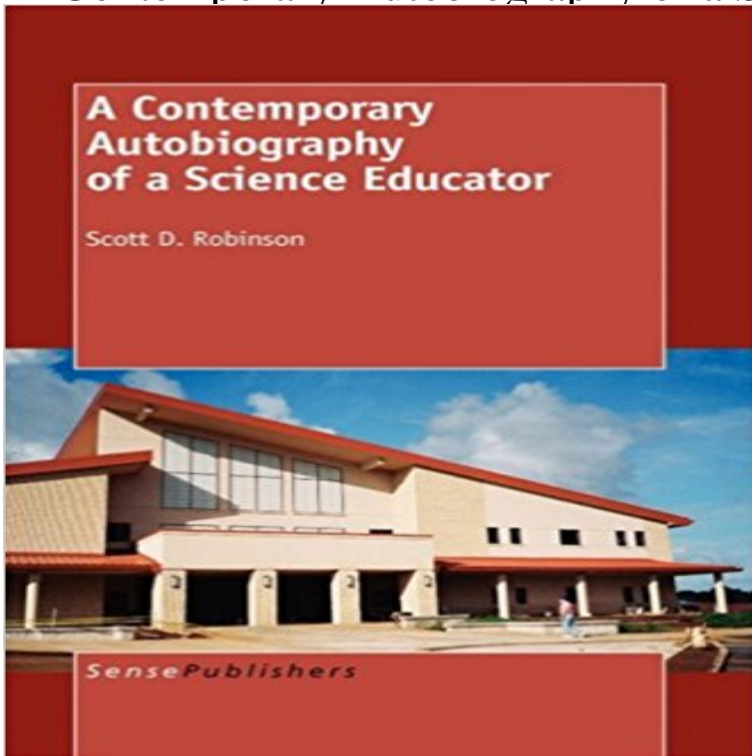


A Contemporary Autobiography of a Science Educator



A Contemporary Autobiography of a Science Educator reminds readers that they teach who they are, and understanding who they are is fundamental for meaningful communication and effective classroom instruction. The book is for science educators, teacher educators, and others who wish to examine their own personal and professional identities in the social and cultural contexts in which their lives are embedded. Just as teaching can be viewed as relationship with others, this contemporary autobiography is situated on the significance of relationship with self. As a contemporary autobiography, the narrative reveals the authors subjective truths while digging deeply into psychosocial motives of power and intimacy. The author reflects on his personal choices and career decisions that led him into and out of high school science teaching. The book contains stories and reflections from summer work camp experiences, undergraduate college days, teacher preparation episodes, and high school science teaching. Story themes are diversity and leadership, group identity and motivation, urban teaching and teacher preparation, and high school science teaching. These themes evolve out of nuclear episodes of the authors storied life that brings present day understanding and meaning from past actions and interactions. This kind of critical introspection may hold special relevance for teachers, teacher educators, and others who wish to make their own identities salient and relevant to their own needs and interests as well as the needs and interests of students, teacher candidates, and clients whom they serve.

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