

VITA

Name Dr. Delena I. Norris-Tull, Professor of Education
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Education

UNIVERSITY OF TEXAS, Austin, Texas. Ph.D., August 1990.
Major: science education. Areas of Emphasis: life and environmental sciences.

MICHIGAN STATE UNIVERSITY, East Lansing, Michigan. Master of Science, 1975.
Major: fisheries and wildlife. Areas of emphasis: botany & environmental education.

UNIVERSITY OF TEXAS, Austin, Texas. Bachelor of Arts, with honors, 1972.
Major: English literature, with honors. Minor: French.

Awards and Fellowships

- CASE/Carnegie Foundation 2010 Montana Professor of the Year Award
- Carroll Abbott Memorial Award for new writings on Texas Native Plants, presented at the annual meeting of Native Plant Society of Texas, October, 1992.
- Addison E. Lee Fellow, 1987-88 (annually awarded to the top PhD candidate in the University of Texas Center for Science Education).
- Kappa Delta Pi scholarship, 1988.
- University of Texas: Graduate Assistantship, 1982-83; University Fellow, 1983-84 & 1987-88;
- Michigan State University: Graduate Assistantship, 1974.

Professional Experience & Professional Service

August 2004-2018 – Professor of Education, UNIVERSITY OF MONTANA WESTERN. (2004-05-Assistant Professor; 2005-2010, Associate Professor; 2010-current, Professor).

I taught science & mathematics education methods courses for prospective elementary teachers and science methods courses for prospective secondary science teachers. And I taught *Assessment, Curriculum, & Instruction* for all education majors. I also taught *History & Philosophy of Science* for the UMW Environmental Sciences Department and the History, Philosophy, & Social Sciences Department.

Professional Service

I served as Chair for the UMW Department of Education from 2009-2011, and in Spring 2016. In 2016-2017, I served as Vice-Chair for the department. As chair, I facilitated department meetings, managed the budget, and collaborated with other education professors on the planning and implementation of courses.

From 2005 to 2018, I have served as the Accreditation Coordinator for the UMW Department of Education. I coordinated the university-wide preparations for the successful joint NCATE (National Council for Accreditation of Teacher Education) and Montana Office of Public Education (OPI) accreditation visit October 2008. And I coordinated the preparations for the successful joint CAEP (Council for the Accreditation of Educator Preparation) and OPI accreditation visit fall 2015.

I served on the UMW Assessment Committee from 2013-2018, and worked closely with faculty university-wide in 2014-2016, to assist in preparing assessment plans and assessing student learning outcomes, to meet requirements for accreditation by the Northwest Commission on Colleges and Universities (NWCCU).

In addition, I have served on the following UMW committees:

- Honors Committee, 2011-2017
- Tenure & Promotion committee, 2011-2017
- Budget Committee, 2011-2016
- eLearning Committee, 2011-2014
- Faculty Association president 2013-2014, bargaining team member, 2012-2015
- Faculty senator, 2006-2009

Community service:

- From 2006 to 2012, I served as a professional development provider and, for several years served as project evaluator, for the Clark Fork Watershed Science Partnership (CFWEP). The project engaged teachers with scientists at Montana Tech engaged in research on the largest superfund site in the country. We provided education for teachers on the land and water reclamation and restoration projects related to contamination caused by copper mining and other types of mining in and around Butte, Montana.
- Southwest Montana School Services (formerly called MT Region IV Educational Service Agency (RESA4U): Founding member, & Board member from 2009-2015.
- Southwest Montana Arts Council, Board member from 2005-2012.
- From 2014-2018, I served as an invited accreditation consultant for St. George's University, Grenada. I have visited Grenada six times to provide training to the faculty in preparing assessment plans for their up-coming university accreditation.
- In 2007, 2009, and 2012, I visited China for a month each time. I traveled extensively throughout the country. In 2009, I provided professional development for two weeks to K-12 Chinese and international teachers in the Meishi K-12 School in Chengdu (Sichuan Province). In 2012, I provided professional development to K-6 teachers in an elementary school in Baotou (Inner Mongolia) and to the teachers and administrators of an English Language tutoring center in Hohhot (Inner Mongolia). And I visited Beijing Normal University, where I provided a workshop for undergraduate college students who represented the first cohort in China's first degree program in Environmental Education.

Previous Professional Experience

1994-2004 –FACULTY MEMBER, UNIVERSITY OF ALASKA FAIRBANKS, SCHOOL OF EDUCATION

I served in a variety of capacities for the University of Alaska Fairbanks School of Education and the UAF College of Rural Alaska, as instructor, visiting assistant professor, research assistant professor, and (from 2000-2004) in a tenure-track position as assistant professor.

From 2000-2004, I served as the accreditation coordinator for the School of Education. In that capacity, I successfully guided the School through the accreditation process for the Commission on Colleges and Universities of the Northwest Association of Schools and Colleges in 2001, and prepared the School for the National Council for Accreditation of Teacher Education (NCATE) site visit. I was instrumental in the development of a performance assessment system for the School of Education and served as accreditation coordinator until moving to Montana in August 2004. UAF had a successful NCATE site visit in September 2004. The School was given high recommendations on all six NCATE unit standards. All six programs that were required by the state to undergo national program review passed the review by their respective national professional organizations and obtained status as “nationally recognized programs.”

From 2000 to 2008, I served as Co-Principal Investigator on several grants that funded the Alaska Lake Ice and Snow Observatory Network (ALISON). As project co-coordinator for ALISON, I served as Co-Principal Investigator on several multi-year grants (2003-2008) for \$229,718 from the National Science Foundation. ALISON was an Alaska statewide program that involved teachers and their K-12 students in scientific research on lake ice and snow, research that assists students to understand global climate change. I coordinated this project with Dr. Martin Jeffries, research professor of geophysics for the Geophysical Institute at the University of Alaska Fairbanks, and with a middle school science teacher from Fairbanks, Alaska. The Snow Module that we developed is found at <http://www.sciencepartners.info/module-5-snow/>

From 1998-2000, I served as the director of the Rural Alaska Science and Mathematics Network, funded by a 1.9 million dollar grant obtained by the UAF College of Rural Alaska from the U.S. Office of Naval Research. In that capacity, I chaired the search committees to hire seven mathematics and science professors who were placed at four remote branch campuses of the University of Alaska Fairbanks. I mentored the new faculty and coordinated their activities, which included developing a new science course designed to prepare students for college-level science courses, developing science and mathematics courses for distance delivery to students throughout remote areas of Alaska, and advising rural Alaska Native students interested in pursuing careers in science or mathematics. I also assisted the science faculty in putting together supply lists and orders for scientific equipment and supplies for the science kits they sent out to their students.

For the UAF School of Education’s undergraduate and graduate programs, I taught classes and advised students pursuing bachelor’s and master’s degrees in education and the interdisciplinary PhD. I taught graduate and undergraduate courses both statewide by distance delivery and in Fairbanks, for student-teachers, teaching interns, and teachers.

From 1994 to 1999, I lived and worked in Dillingham and Bethel, remote areas of Alaska accessible only by air. I traveled extensively, visiting 30 remote villages throughout the state, recruiting and advising students, and supervising student-teachers and teaching interns and coordinating delivery of teacher education programs with various rural school districts. During that time, I advised over 200 students.

Courses I taught for the UAF School of Education included: (Graduate courses for practicing teachers:) Small Schools Curriculum Design, Introduction to Applied Social Science Research; (Undergraduate courses for prospective teachers:) Computer Applications in Schools; Integrated Mathematics and Science: Methods and Curriculum Development (for prospective elementary teachers), Multicultural Teaching Techniques (for prospective secondary teachers), Science Secondary instruction and Assessment (for prospective secondary science teachers), and Integrating Math, Science, and Technology into Elementary Classrooms (for prospective elementary teachers pursuing a Master of Education degree). My distance delivery courses used a combination of audioconference, video-supplemented instruction, math and science hands-on materials kits, Blackboard (a web-based course system), and web-pages I developed myself.

1990-1993 - ASSISTANT PROFESSOR, tenure-track. University of Central Arkansas, Biology Department.

In this position, I had joint responsibilities to the biology department and the education department. I taught courses in science methods and science content for future elementary and middle school teachers. And I taught freshman general biology for non-science majors. I also assisted all the science departments in their successful preparations for their NCATE visit in 1993. In response to the requirements of NCATE accreditation, I developed and taught the first science methods course ever provided for prospective secondary science teachers. The chair of the biology department regularly called upon me to provide professional development workshops on methods of teaching science, for the faculty of the UCA biology, chemistry, and physics departments.

October 1995 - October 1996 - ENVIRONMENTAL ASSISTANT. Bristol Bay Native Association, Dillingham, Alaska. Managed a one-year Environmental Protection Agency Lead Paint Program grant. Recruited, trained, and supervised nine lead paint inspectors from villages in southwest Alaska. I also assisted in the development of community task forces to address environmental issues in rural Alaska.

1979-1989 - SCIENCE EDUCATION CONSULTANT.

Employers: the University of Texas, Austin, Texas; Texas Regional Education Service Centers, Waco and Austin, Texas; the National Wildflower Research Center, Austin, Texas; Lyndon Baines Johnson National Park, Stonewall, Texas; individual schools, nature centers, and state parks. Conducted science teacher training workshops for elementary, secondary, and post-secondary teachers (in-service and pre-service). Workshops typically ran from one to three days long. Specialties: biology (particularly field botany), environmental science education.

1987-1989 - INSTRUCTOR FOR NATIONAL CHATAUQUA SHORT COURSE PROGRAM. Science Education Center, University of Texas. For two years, I taught a 3-day short course in botany for biology faculty from post-secondary institutions from around the United States.

1982-Current – FREELANCE AUTHOR, JOURNALIST. Write books, magazine and

newspaper articles on subjects ranging from botany to archaeology to issues in education.

1981-1982 - TEACHING ASSISTANT. University of Texas, Science Education Center, Austin, Texas. Taught a two-semester graduate level course in environmental science education for elementary school teachers, funded by the National Science Foundation.

1974 - TEACHING ASSISTANT. Michigan State University, Fisheries and Wildlife/Environmental Education Department, Lansing, Michigan. Taught the laboratory/field components of a course in fisheries and wildlife for prospective secondary science teachers.

1980-1982 - PART-TIME INSTRUCTOR. Austin Community College, Austin, Texas. Taught a course in Energy Resources and Conservation; taught Environmental Geology in collaboration with an instructor teaching a course in Environmental Biology (this combined field course included travel and study in four national parks and various state parks, including the Grand Canyon, Bryce Canyon, and Zion National Parks, and Canyon De Chelley National Monument.)

1977-1980 - PROGRAM DESIGNER and COORDINATOR, INTERPRETIVE NATURALIST. Austin Nature Center, Austin, Texas.

Taught science classes for children (grades 4-10) and adults in outdoor settings and in the nature center facilities; designed botany, zoology, geology, and ecology curricula; maintained live animal exhibits, which included native mammals, birds, reptiles, and amphibians; administrative duties included hiring and training staff and preparing budgets. I worked with public school students extensively, during school and after school hours, on week-ends, and in summer camps.

1972-75 - INTERPRETIVE NATURALIST

Fenner Arboretum Nature Center, Lansing, Michigan. Taught science classes for children and adults in outdoor settings and in the nature center facilities; maintained live animal exhibits.

1974 - INTERPRETIVE NATURALIST, summer employment.

Waterloo Recreation Area, Chelsea, Michigan. Taught science programs for children and adults in the outdoor setting of the state park.

1973-1987 - PART-TIME INSTRUCTOR, continuing education - environmental science courses for adults. Courses taught: ecology; plant ecology; edible and poisonous wild plants. Employers: Lansing Community College, Lansing, Michigan, 1973. University of Texas Informal Classes, Austin, Texas, 1977. Austin Community College, Continuing Education Department, Austin, Texas, 1979. Southwest Texas State University, Continuing Education Department, San Marcos, Texas, 1987.

Professional affiliations

Montana Native Plant Society; National Science Teachers Association; Native Plant Society of Texas.

Publications

DISSERTATION:

Tull, D. (1990). *Elementary Science Students' Conceptions in Biology: Their Language, Meanings, Classifications, and Interpretations of Scientific Concepts - An Ethnographic Study*. Unpublished doctoral dissertation, University of Texas, Austin.

SCHOLARLY BOOKS AND EBOOKS

Tull, D. (2013). *Edible and Useful Plants of the Southwest: Texas, New Mexico, and Arizona*. Austin, Texas: University of Texas Press.

Previous title and printing (1999): *Edible and Useful Plants of Texas and the Southwest*. Austin, Texas: University of Texas Press. Original title and printing: (1987). *A Practical Guide to Edible and Useful Plants*. Austin, Texas: Texas Monthly Press. Winner of the Carroll Abbott Memorial Award, awarded by the Native Plant Society of Texas, October 1992. (Peer and Editorial Board reviewed).

Kawagley, A.O., Norris-Tull, D., & Norris-Tull, R.A. (2010). The indigenous worldview of Yupiaq culture: Its scientific nature and relevance to the practice and teaching of science. In R. Barnhardt & A. O. Kawagley (Eds.). *Alaska Native Education: Views from Within* (pp. 219-235). Fairbanks. Alaska Native Knowledge Network. The University of Alaska Fairbanks.

Norris-Tull, D., Editor and author of two introductory chapters (2001). *Our Language Our Souls: The Yup'ik bilingual curriculum of the Lower Kuskokwim School District: A continuing success story*. Fairbanks, AK: Alaska Native Knowledge Network. Retrieved from <http://www.ankn.uaf.edu/curriculum/Yupiaq/DelenaNorrisTull/bLower%20Kuskokwim%20bilingual.htm> (Peer and Editorial Board reviewed. Copyright 1999, published 2001).

Tull, D., & G.O. Miller. (1991, revised edition, 2003). *Lone Star Field Guide: Wildflowers, Trees, & Shrubs of Texas*. Taylor Trade Publishing. Lanham, MD. Original title and printing: (1991). *A Field Guide to Wildflowers, Trees, Shrubs and Vines of Texas*. Austin, Texas: Texas Monthly Press. (Peer and Editorial Board reviewed).

PEER-REVIEWED ARTICLES

Jeffries, M. O., Gallego, P., DeBlauw, D., Morris, K., & Norris-Tull, D. (2006). Lake Ice and Snow Study in Denali National Park and Preserve Promotes Elementary School Science Education. *Alaska Park Science*, 5(2), 18-23. Available from <https://www.nps.gov/articles/aps-v5-i2-c3.htm> (Editorial board reviewed).

Kawagley, A.O., Norris-Tull, D., & Norris-Tull, R.A. (1998). The indigenous worldview of Yupiaq culture: Its scientific nature and relevance to the practice and teaching of science. *Journal of Research in Science Teaching*. 35:2;133-144. (Double blind peer reviewed).

Tull, D. (1994). Elementary students' responses to questions about plant identification: Response strategies in children. *Science Education*, 78(4): 323-343. (Double blind peer

reviewed).

Tull, D. (December, 1988). Keys to the Kingdom - Botany from a Layperson's Point of View. *Native Plant Society News*. (Topic - How to produce botany field guides that the non-botanist can use.)

Tull, D. (November, 1982). The Outdoor Field Trip in Elementary and Secondary School Science. *The Texas Science Teacher*.

PUBLISHED PEER-REVIEWED ABSTRACTS

Norris-Tull, D. (2003, Feb.). *University of Alaska Statewide Education Database Collaboration*. Abstract published in conference proceedings. Anchorage, AK: University of Alaska Academy.

Jeffries, M. O., Norris-Tull, D., & Reihl, R. (2003). The Alaska Lake Ice and Snow Observatory Network (ALISON): K-12 teachers & students and university faculty collaborating to promote scientific inquiry. Program and Abstracts, 54th Arctic Science Conference: *Extreme Events: Understanding Perturbations to the Physical and Biological Environment*, 231. Fairbanks, AK: American Association for the Advancement of Science.

Jeffries, M.O., Norris-Tull, D., & Reihl, R. (2002). Snow and Ice Bring Together Alaska K-12 Teachers and University Professors to Promote Inquiry-based Learning in the Local Context. Program and Abstracts, 53rd Arctic Science Conference: *Science in Alaska*, 121. Fairbanks, AK: American Association for the Advancement of Science.

Kawagley, A.O., Norris-Tull, D., & Norris-Tull, R. A. (1996). Incorporation of the world views of indigenous cultures: A dilemma in the practice and teaching of Western science. In F. Finley, et al. (Eds.) *Proceedings of the Third International History, Philosophy, & Science Teaching Conference, Minneapolis, Minnesota* (p. 583-588). University of Minnesota.

WEBSITES

Norris-Tull, D., (2020). Website: Management of Invasive Plants in the Western USA.

<https://www.invasiveplantswesternusa.org/>

Norris-Tull, D., Morris, K., Jeffries, M. (2010). *Snow Module*. Montana Science Partnerships, Clark Fork Watershed Education Project, Montana Tech, Butte, Montana. (Originally published by the Alaska Lake Ice & Snow Observatory Network).

<http://www.sciencepartners.info/module-5-snow>

EDITORIAL REVIEWS

Xiao Li Ting, & Jin Hui (2010). *New Tone Oral English*. China Children Press. (I served as the reviewer for a series of children's books, designed to teach Chinese children the English language).

PUBLICATIONS FOR TEACHERS OR THE GENERAL PUBLIC

Jeffries, M. O. and D. Norris-Tull. (2005). Students fill gaps in lake ice observations. *Witness the Arctic*, 11(2), 29.

Norris-Tull, D. (1995). *Connecting Alaska Educators: How to use the Internet through the University of Alaska Computer Network*. Self-published resource guide.

Tull, D., & Miller, G. O. (1990). *Texas Parks and Campgrounds*, 2nd Edition. Houston, Texas: Lone Star Books. (Editorial board reviewed).

Tull, D. (February, 1989). Cattails. *Texas Parks and Wildlife*. (Editorial Board reviewed).

Tull, D. (October, 1988). On Golden Wand. *Texas Parks and Wildlife*. (Article on uses of goldenrod.) (Editorial Board reviewed).

Tull, D. (1986-1987). Wild Plant Notebook. *San Marcos Daily Record*. (Weekly newspaper column on uses of native plants).

Tull, D. (1987, February 12, 19). A History of School Desegregation in San Marcos. *San Marcos Daily Record*. (Feature newspaper article).

Tull, D. (1985, July/August). Natural Dyes, Plants Provide a Rainbow of Color. *Texas Gardener Magazine*. (Editorial Board reviewed).

Miller, G., & Tull, D. (1985, January). *Big Bend National Park - an Auto Cassette Tour*. (Information on the geology, plants, and wildlife of the park.). San Marcos, TX: Author.

Tull, D. (1985, January/February). Eat 'Em, Don't Weed 'Em. *Texas Gardener Magazine*. (Article on edible wild plants.) (Editorial Board reviewed).

Miller, G., & Tull, D. (1983, April). Leanderthal Woman. *Southwest Airlines Magazine*. (Topic - an archaeological dig in Leander, Texas, unearths a 9,000 year old human skeleton). (Editorial Board reviewed).

Miller, G., & Tull, D. (April, 1983). The Brushy Creek Lady. *Austin Homes & Gardens*. (Archaeological dig in Texas.). (Editorial Board reviewed).

PEER REVIEWED PAPER PRESENTATIONS AND WORKSHOPS

Norris-Tull, D., & Magnuson, L. (Dec. 3-5, 2009). *Macroinvertebrates as indicators of stream quality*. Workshop, National Science Teachers Association, regional conference, Phoenix.

Rayelynn C., Norris-Tull, D., & Magnuson, L. (April 27-29, 2009). *Clark Fork Watershed Science Partnership*. Poster session, Math Science Partnership Regional Conference. US DOE.

San Francisco, CA.

Norris-Tull, D., Jeffries, M.O. (2006, April). *The Alaska Lake Ice and Snow Observatory Network (ALISON)*. Workshop presented at the national conference of the National Science Teachers' Association, Anaheim, CA.

Jeffries, M.O., Norris-Tull, D. (2004, November). *Snow and Ice Activities for Promoting Scientific Inquiry in Alaska's K-12 Classrooms*. Workshop presented at the northwest regional conference of the National Science Teachers' Association (NSTA), Seattle, WA.

Jeffries, M.O., Norris-Tull, D., & Reihl, R. (2004, July). *The Alaska Lake Ice and Snow Observatory Network (ALISON): A university and K-12 science education partnership*. International Glaciological Society International Symposium on Ice and Water Interactions. Annual meeting, Portland, OR.

Norris-Tull, D. (2003, Oct.). *Snow and ice Science: A vehicle for integrating scientific research and mathematics into the teaching of grades K-12 earth science and physical science content*. Workshop and research paper presented at the annual meeting of the School Science and Mathematics Association, Columbus, Ohio.

Norris-Tull, D. (2003, Oct.). *Plant Adaptations*. Field trip presented at the annual meeting of the Native Plant Society of Texas, Fredericksburg, TX.

Jeffries, M.O., Norris-Tull, D., & Reihl, R. (2003, Sept.). *The Alaska Lake Ice and Snow Observatory Network (ALISON): K-12 Teachers & Students and University Faculty Collaborating to Promote Scientific Inquiry*. Paper presented at the 54th Arctic Science Conference, American Association for the Advancement of Science, Extreme Events: Understanding Perturbations to the Physical and Biological Environment, 21-24 September 2003, Fairbanks, AK.

Norris-Tull, D., Jeffries, M.O., & Reihl, R. (2003, April). *Snow and Ice in Middle School Science*. Workshop presented at the national conference of the National Science Teachers' Association, Philadelphia, PA.

Jeffries, M.O., Norris-Tull, D., & Reihl, R. (2002, Oct.). *Snow and Ice Science Promotes Partnerships Between K-12 and Higher Education in Alaska*. Paper presented at the annual University Continuing Education Association West Regional Conference in Anchorage, AK.

Norris-Tull, D., Jeffries, M.O., & Reihl, R. (2002, Feb.) *Snow & Ice Research in the K-12 Classroom*. Paper presented at the annual Native Educators' Conference, Anchorage, AK.

Norris-Tull, D., Holloway, K., & Weber, J. (2002, Feb.). *PRAXIS I tests for teacher licensure: Implications for Alaska schools*. Paper presented at the annual Bilingual Multicultural Education Equity Conference. Anchorage, AK.

Norris-Tull, D., Holloway, K., & Weber, J. (2002, Feb.). *PRAXIS I tests for teacher licensure: Implications for Alaska schools*. Paper presented at the annual Native Educators'

Conference, Anchorage, AK.

Norris-Tull, D. (2000, March). *The face of distance education in Alaska*. Paper presented at the 22nd Annual Ethnography in Education Research Forum, Philadelphia, PA.

Norris-Tull, D. (2000, August). *Culturally relevant assessment*. Invited workshop presented for the Institute for Culturally Relevant Mathematics Curriculum. Fairbanks North Star Borough School District. Fairbanks, AK.

Norris-Tull, D, Bradley-Kawagley, C, & Norris-Tull, R. (1999, Jan.). *Teaching an integrated mathematics/science elementary methods course by distance delivery to rural Alaska*. Paper presented at the annual meeting of the Association for the Education of Teachers of Science. Austin, TX.

Norris-Tull, R. & Norris-Tull, D. (1996, Dec.). *Using the generative learning model to promote critical thinking in physical science*. Workshop presented at the NSTA Global Summit on Science and Science Education, San Francisco. (International peer review).

Kawagley, A.O., Norris-Tull, D., & Norris-Tull, R. (1996). *Incorporation of the world views of indigenous cultures: A dilemma in the practice and teaching of Western science*. Invited paper presented at the Third International History, Philosophy, & Science Teaching Conference, Minneapolis, Minnesota.

Norris-Tull, R. & Norris-Tull, D. (1996, Jan.). *Incorporating indigenous knowledge in the science classroom*. Paper presented at the International Convention of the Association for the Education of Teachers in Science, Seattle. (International peer review).

Tull, D, & Norris, R. (1994, April). *Questioning strategies to promote critical thinking: Using the generative learning model to teach buoyancy and density*. Paper presented at the annual meeting of the National Science Teachers Association, Anaheim, CA.

Tull, D. (1993, Oct.). *Photosynthesis: Using the generative learning model to teach biology*. Paper presented at the regional meeting of the National Science Teachers Association, Denver.

Norris, R., & Tull, D. (1993, Oct.). *Using knowledge of the elders to teach science to Yup'ik Eskimo children*. Paper presented at the regional meeting of the National Science Teachers Association, Denver.

Tull, D., & Norris, R. (1993, March). *Questioning strategies to promote critical thinking in physical science*. Paper presented at the annual meeting of the National Science Teachers Association, Kansas City.

Norris-Tull, D. (1992, April). *Botanical classification schemes of elementary school children*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Tull, D. (1992, March). *Life science students' responses to questions about plants: avoidance strategies in children*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Boston.

Tull, D. (1992, April). *What research says to the science teacher*. Paper presented at the annual meeting of the Arkansas Academy of Science, Conway, AR.

Tull, D. (1991, April). *Elementary textbooks versus the child: Conflicting perceptions of biology*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Tull, D. (1990, March). *A plant identification task: Avoidance strategies in children*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Atlanta.

Tull, D. (1989, March). *The botanical classifications and concepts of students prior to seventh grade life science instruction: An ethnographic approach*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Francisco.