

CURRICULUM VITAE

NAME: John Lawrence Bencze

POSITION & CONTACT INFORMATION

Associate Professor, Emeritus
Department of Curriculum, Teaching & Learning
Ontario Institute for Studies in Education, University of Toronto
252 Bloor Street West, Toronto, ON, M5S 1V6
Phone: +01 416 978 0079; Fax: +01 416 926 4744
Email: larry.bencze@utoronto.ca; Twitter: @llbencze; Facebook: john.l.bencze; Skype: larrybencze



DEGREES

DEGREE	UNIVERSITY	DEPARTMENT	YEAR
Ph.D., Education	University of Toronto	Curriculum, Teaching & Learning (CTL)	1995
B.Ed., Biology-Chemistry	Queen's University	Faculty of Education	1977
M.Sc., Biology	Queen's University	Faculty of Arts & Science	1977
B.Sc., Biology	Queen's University	Faculty of Arts & Science	1974

ACADEMIC AND PROFESSIONAL APPOINTMENTS INCLUDING ACADEMIC ADMINISTRATION (e.g., Departmental Chairships, Deanships) BEGINNING WITH PRESENT POSITION

Date	Rank and Position	Department, Institution
2018 – present	Associate Professor, Emeritus	CTL, University of Toronto
2003 - 2018	Associate Professor, Science Education	CTL, University of Toronto
1998 - 2003	Assistant Professor, Science Education	CTL, University of Toronto
1997 - 1998	Assistant Professor, Science Education	College of Education, University of Saskatchewan
1988 - 1992	Curriculum Consultant, Science (Grades 7-12)	York Region RCS School Board
1988 (Jan-June)	Assistant Department Head, Science	Fr. Bressani Catholic High School
1986 - 1988	Teacher of Science	Sacred Heart Catholic High School
1982 - 1986	Head of Biological Sciences	Science, Bishop Strachan School
1980 - 1982	Teacher of Science	Red Lake District High School
1979 - 1980	Teacher of Science	Centennial Secondary School
1978 - 1979	Teacher of Science	Innisfree Valley College
1977 - 1978	Teacher of Science	Midhurst College

HONORS: ACADEMIC, SCHOLARLY AND PROFESSIONAL (e.g. F.R.S., F.R.S.C., Governor General's Award, Honorary Degrees)

2003 - 2004 OISE/UT Student Teachers' Union Instructor Excellence Award (Most Resourceful Biology Instructor)

SCHOLARLY AND PROFESSIONAL ACTIVITIES DURING LAST SEVEN YEARS; editorial positions on scholarly journals, invited speaker, consulting, grant committees, etc. - executive and editorial positions but not membership of.

Co-Editor of an Online Community-reviewed Journal

1. *Journal for Activist Science and Technology Education* (goo.gl/cvO2TA); Second Co-Editor is Dr. Steve Alsop, Professor, York University (We are founding editors). A third editor, Dr. Jesse Bazzul (University of Regina), joined us in January 2014.

Editorial Board Membership

1. *Cultural Studies of Science Education* (2011 – Present)
2. *Journal for Activist Science and Technology Education* (2008 - Present)
3. *Research in Science Education* (Jan. 2007 - 2017)

Guest Editor of a Refereed Journal

1. Carter, L., Weinstein, M., & Bencze, L. (2017). Biopolitics and science education. *Cultural Studies of Science Education*, 12(4).
2. Alsop, S., & Bencze, J.L. (2010). Activism in science, mathematics and technology education. *Canadian Journal of Science, Mathematics and Technology Education*, 10(3).

Guest Editor of a Non-refereed Journal

1. Bencze, L. (Editor) (2000). Science, math & technology learning for all. *Orbit*, 31(3).

Invited Talks at Universities

1. Bencze, J.L. (2018). Learning about community action groups & their links to science education: A STEPWISE project. A presentation to educators, students and community group members at the symposium, University teaching partnerships: Working with NGOs and community groups in the context of science education, *University College, London, Institute of Education*, May 21, 2018.
2. Bencze, L. (2018). Socioscientific activism: Ontological, epistemological and axiological considerations. A presentation to faculty and graduate students, *Ewha Womans University*, Seoul, S. Korea. Jan. 24, 2018.
3. Bencze, J.L. (2016). Citizen-led research-informed & negotiated actions on socioscientific problems. An online presentation to faculty and students, *III International Symposium of Science Education*, Jaén, Spain, June 14, 2016.
4. Bencze, L., Carter, L., Martins, I., & Pouliot, C. (2016). Acuteness of socio-scientific controversies and variations in socio-political actions promoting social and environmental justice. A paper for the symposium, *Education and social, scientific and political conflicts*. Institute of Education, University College London, London, UK, July 11-12, 2016.
5. Bencze, J.L. (2015). Citizen-led research-informed & negotiated actions on socioscientific problems. A seminar given at the 5th *Monash-Waikato research book writing workshop*, Prato, Italy, Aug. 26-28, 2015. [invited]
6. Bencze, L., & Pouliot, C. (2015). Toxic dust, citizenship & science education: Duelling orchestras playing different tunes. A paper for the symposium, *Questions Socialement Vives et Transformations de la Société*, Lisbon, Portugal, June 8-9, 2015. [invited]
7. Bencze, J.L. (2015). *Educational research on student activism*. A presentation to faculty and students at the *Ecole Nationale de Formation Agronomique, l'Université de Toulouse*, France, June 4, 2015.
8. Bencze, J.L. (2014). School science for socially and environmentally conscious citizenship. A presentation to faculty and students in the *School of Education, Trinity College, Dublin*, Nov. 11, 2014.
9. Bencze, J.L. (2014). 'SYSTEM' education: Socially-conscious youth using STEM. A presentation/discussion at the STEM Roundtable of the *Centre for Science, Mathematics & Technology Education*, OISE, University of Toronto, Nov. 24, 2014.
10. Bencze, J.L. (2014). STEM education as 'Trojan horse.' A presentation/discussion at the Science & Mathematics Education Forum of the *Centre for Science, Mathematics & Technology Education*, OISE, University of Toronto, Oct. 30, 2014.
11. Bencze, J.L. (2014). Science education towards civilizing the capitalist order. A presentation/discussion at the Science & Mathematics Education Forum of the *Centre for Science, Mathematics & Technology Education*, OISE, University of Toronto, March 25, 2014.
12. Bencze, L., Carter, L., & Krstovic, M. (2014). Students' actor-network-informed motivation for tackling socioscientific problems. A presentation at the symposium, 'At the crossroads of environmental and science education: Towards an international collaborative research agenda,' *University of Ottawa Faculty of Education*, Oct. 9, 2014.
13. Bencze, L., Carter, L., & Krstovic, M. (2014). Science education undermining consumerism. An invited presentation for the Citizenship, Consumerism & Education Symposium, *Institute of Education, University of Lisbon*, June 26, 2014.
14. Bencze, J.L. (2013). In defence of altruistic social actions in/through science education. A presentation/discussion at the Science Education Forum of the *Centre for Science, Mathematics & Technology Education*, OISE, University of Toronto, Feb. 28, 2013.
15. Bencze, J.L., & Krstovic, M. (2013). Resisting The Borg: Science teaching for common wellbeing. Graduate Studies Programme, Federal University of Rio de Janeiro, Nov. 8, 2013.
16. Bencze, J.L. (2012). Capitalist or collectivist school science? A seminar presentation at the *Institute of Education, University of London*, London, UK, Nov. 20, 2012.
17. Bencze, J. L. (2009). *Spending your cultural capital on projects for the common good*. A seminar for faculty and students, Australian Catholic University, Melbourne, Australia, May 1, 2009.
18. Bencze, J. L. (2009). *Science & technology education for the people & the planet*. A lecture to pre-service Primary teachers, Australian Catholic University, Melbourne, Australia, April 29, 2009.
19. Bencze, J. L. (2008). *Science inquiry for the people and the planet*. A presentation at the Science and Mathematics Centre, Curtin University of Technology, Perth, Western Australia, Aug. 4, 2008.
20. Bencze, L. (2006). *The nature of pre-service science teacher education at OISE/UT*. A presentation to participants in 'Opportunities to Learn Sciences in Becoming Secondary School Science Teachers' research symposium, Kananaskis Field Station, Kananaskis, AB, June 7-10, 2006.
21. Bencze, L. (2006). *The nature of science in science education*. A presentation to students and faculty associated with science education course SCI398Y, University of Toronto at Mississauga, Mississauga, ON, Feb. 16, 2006.
22. Bencze, J. L. (2005). *Multimedia case methods in science teacher education: Navigating the theory-practice gap*. A presentation to faculty and staff, Faculty of Education, University of British Columbia, May 17, 2005.
23. Bencze, J. L. (2005). *Multimedia case methods in science teacher education: Navigating the theory-practice gap*. A presentation to faculty and staff, Faculty of Education, University of New Brunswick, March 23, 2005.
24. Bencze, J. L. (2005). *Multimedia case methods in science teacher education: Navigating the theory-practice gap*. A presentation to faculty and staff, Faculty of Education, University of Winnipeg, March 9, 2005.
25. Bencze, J. L. (2004). Exploring attributes of science and school science. An Invited Lecture, *Speaker Series at Lakehead University*

(Faculty of Education), February 24, 2004.

26. Bencze, J. L. (2003). Role(s) for technological design in science education: Theory & practice. An Invited Lecture, *Speaker Series at Lakehead University* (Faculty of Education), February 25, 2003.
27. Bencze, J. L. (2000). Towards equity & excellence in science & technology education: Subverting corporatist rule in school science. An invited lecture at a meeting of the *Imperial Oil National Centre for Mathematics, Science and Technology Education*, University of Alberta, AB Canada, Nov. 21, 2000.

Keynote Addresses

1. Bencze, L. (2018). Challenges to cultural studies in science education. A keynote presentation at the *CSSE Forum*, Atlanta, GA, March 14, 2018.
2. Bencze, L. (2018). STEM education for 'WISE' technology design. A keynote presentation at the 2018 GCER-ToSEF International Forum (Theme: *Educational Initiatives for the Future Society*), *Seoul National University*, Seoul, S. Korea. Jan. 29, 2018.
3. Bencze, J.L. (2018). Critical & activist science education. A keynote presentation, *Korean Association for Science Education*, Dankook University, Yongin and Cheonan, South Korea, Jan. 25-27, 2018.
4. Bencze, J.L. (2018). Altruistic uses of socio-scientific capital: A pro-ecojustice pedagogy. A keynote presentation, *epiSTEME Conference, Homi Bhabha Centre for Science Education*, Mumbai, India, Jan. 5-8, 2018.
5. Bencze, L. (2014). Application-based inquiry learning. A keynote presentation at the Inquiry conference of the *Peel District School Board*, Mississauga, ON, Oct. 18, 2014.
6. Bencze, L., Carter, L., & Krstovic, M. (2013). Science education subverting societal consumerism. An invited panel presentation at the biannual conference of the *Brazilian Science Education Research Association (ENPEC 2013)*, São Paulo, Brazil, Nov. 11, 2013.
7. Bencze, J. L. (2010). Students' inquiry-based actions for personal, social & environmental wellbeing. A Keynote Address at the annual conference of the *Australian Science Teachers Association*, Sydney, Australia, July 4-7, 2010.
8. Bencze, J. L. (2008). STEPWISE: An educational framework for the people and the planet. A Keynote Address at the annual science teachers' conference, *York Region District School Board*, Newmarket, ON, Nov. 27, 2008.
9. Bencze, J. L. (2008). School science inquiry?: Yes, but for what purposes - and in what ways should they be used? An invited lecture at the *Inquiry Science Workshop*, National Institute of Education, Nanyang Technological University, Singapore, July 24-25, 2008.
10. Bencze, L. (2001). Perspectives & practices promoting a just science education: Facilitating student self-actualization. The keynote address at the annual conference of the *Science Coordinators' and Consultants' Association of Ontario (SCCAO)*, Barrie, Ontario, June 5, 2001.

EXTERNALLY-AWARDED GRANTS, CONTRACTS AND AWARDS DURING LAST SEVEN YEARS

Year	Individual or Group	Grantor	Purpose (e.g. research, travel, contract)	Amount
2010	Bencze	Social Sciences & Humanities Research Council of Canada	Research and dissemination relating to collaborative action research involving youth, community groups and, later, teachers.	115,698
2004	Bencze	Social Sciences & Humanities Research Council of Canada	Research and dissemination relating to collaborative action research involving teachers, student-teachers and graduate students (teachers).	\$102,434
2002	Bowen, Bencze & Hodson	Social Sciences & Humanities Research Council of Canada	Funding for development of a full grant application under the <i>Initiative for the New Economy</i> program.	\$18,000
2003	Bencze, Hewitt & Pedretti	Government of Ontario (Transfer Grant program)	Research and development relating to efficacy of multimedia case documentaries of exemplary science teaching in pre-service science teacher education.	\$24,000
2001	Bencze & Bowen	Ontario Ministry of Energy, Science and Technology (now Enterprise, Opportunity & Innovation)	Research and development relating to a Web-based environment for student-led science and technology projects.	\$50,000
2001	Bencze, Hewitt, Hodson & Pedretti	Government of Ontario (Transfer Grant program)	Research relating to a large-scale, multi-year collaborative action research project (STAR).	\$25,000

PUBLICATIONS:

BOOKS (Authored & Co-authored)

1. Weinstein, M., Pouliot, C., Martins, I., Levinson, R., Carter, L., & Bencze, L. (in preparation). *Science education, knowledge & social justice: A political project*. Dordrecht: Springer.

EDITED BOOKS

1. Bencze, J.L. (ed.) (2017). *Science & technology education promoting wellbeing for individuals, societies & environments*. Dordrecht: Springer.
2. Bencze, J.L., & Alsop, S. (eds.) (2014). *Activist science & technology education*. Dordrecht: Springer.
3. Alsop, S., Bencze, L. & Pedretti, E. (eds.) (2005). *Analysing exemplary science teaching: Theoretical lenses and a spectrum of possibilities for practice*. Buckingham: Open University Press.

CHAPTERS IN EDITED BOOKS (with inclusive page numbers)

1. Bencze, J.L. (in development). Capitalism, nature of science and science education: Exposing and opposing threats to social justice. In L. Hansson & H.A. Yacoubian (Eds.), *Nature of science for social justice* (pp. xx-xx). Dordrecht: Springer. [invited]
2. Bencze, L., El Halwany, S., & Zouda, M. (in development). Critical and active public engagement in addressing socioscientific problems through science teacher education. In M. Evagorou, J. Alexis Nielsen & J. Dillon (Eds.), *Science teacher education for responsible citizenship: Towards a pedagogy for relevance through socio-scientific issues* (pp. xx-xx). Dordrecht: Springer. [invited]
3. Bencze, L., Carter, L., Levinson, R., Martins, I., Pouliot, C., Weinstein, M., & Zouda, M. (in press). EcoJust STEM education mobilized through counter-hegemonic globalization. In H.J. Saltman & A.J. Means (Eds.), *Handbook of global education reform* (pp. xx-xx). Hoboken: Wiley-Blackwell. [invited]
4. El Halwany, S., Zouda, M., Pouliot, C., & Bencze, L. (in press). Teacher candidates' relationships to knowledge and to their practices for critical and activist STSE education. K.W. Clausen & G. Black (Eds.), *The future of action research in education: A Canadian perspective* (pp. xx-xx). Ottawa: Canadian Association for Teacher Education/Canadian Society for Studies in Education. [invited]
5. Hoeg, D., El Halwany, S., Sperling, E., Zouda, M., & Bencze, L. (in press). Navigating critical and activist scholarly journeys in a neoliberal world. In J. Bazzul & C. Siry (Eds.), *Critical voices in science education research: Narratives of academic journeys* (pp. xx-xx). Dordrecht: Springer. [invited]
6. Bencze, L. (2018). Student-led learning for 'altruistic' socio-political actions. In B. Shapiro (Ed.), *Actions of their own to learn: Studies in knowing, acting and being* (pp. 177-198). Rotterdam: Sense. [invited]
7. Bencze, L., El Halwany, S., Krstovic, M., Milanovic, M., Phillips-MacNeil, C., & Zouda, M. (2018). Estudantes agindo para resolver danos pessoais, sociais & ambientais ligados à ciência & tecnologia / Students acting to address personal, social & environmental harms linked to science & technology. In N. Nunes-Neto & D.M. Conrado (Eds.), *Questões sociocientíficas: Fundamentos, propostas de ensino e perspectivas para ações sociopolíticas / Socioscientific Issues: Foundations, teaching proposals and perspectives for sociopolitical actions* (pp. 515-560). Salvador, Bahia, Brazil: Editora da Universidade Federal da Bahia.
8. Bencze, L., Reiss, M., Sharma, A., & Weinstein, M. (2018). STEM education as 'Trojan horse': Deconstructed and reinvented for all. In L. Bryan & K. Tobin (Eds.), *13 questions: Reframing education's conversation: Science* (pp. 69-87). New York: Peter Lang.
9. Bencze, L. (2017). STEPWISE: A framework prioritizing altruistic actions to address socioscientific issues. In J.L. Bencze (Ed.), *Science & technology education promoting wellbeing for individuals, societies & environments* (pp. 19-45). Dordrecht: Springer.
10. Bencze, L. (2017). Critical and activist science education: Envisaging an ecojust future. In J.L. Bencze (Ed.), *Science & technology education promoting wellbeing for individuals, societies & environments* (pp. 659-678). Dordrecht: Springer.
11. Bencze, L., Carter, L., & Krstovic, M. (2017). Youth uses of actor network theory undermining societal consumerism. In G. Reis, M.P. Mueller, R.A. Luther, L. Siveres & R. Oliveira (Eds.), *Sociocultural perspectives on youth ethical consumerism* (pp. 71-99). Dordrecht: Springer. [invited]
12. Bencze, L., & Krstovic, M. (2017). Students' social studies influences on their socioscientific actions. In J.L. Bencze (Ed.), *Science & technology education promoting wellbeing for individuals, societies & environments* (pp. 115-140). Dordrecht: Springer.
13. Bencze, L., & Krstovic, M. (2017). Epistemic contributions to students' autonomous socioscientific actions. In J.L. Bencze (Ed.), *Science & technology education promoting wellbeing for individuals, societies & environments* (pp. 141-165). Dordrecht: Springer.
14. Bencze, L., & Krstovic, M. (2017). Students' uses of actor network theory to contextualize socioscientific actions. In J.L. Bencze (Ed.), *Science & technology education promoting wellbeing for individuals, societies & environments* (pp. 167-199). Dordrecht: Springer.
15. Bencze, L., & Krstovic, M. (2017). Science students' ethical technology designs as solutions to socio-scientific problems. In J.L. Bencze (Ed.), *Science & technology education promoting wellbeing for individuals, societies & environments* (pp. 201-226). Dordrecht: Springer.
16. Bencze, L., & Krstovic, M. (2017). Resisting the Borg: Science teaching for common wellbeing. In J.L. Bencze (Ed.), *Science & technology education promoting wellbeing for individuals, societies & environments* (pp. 227-276). Dordrecht: Springer.
17. Bencze, L., & Pouliot, C. (2017). Battle of the bands: Toxic dust, active citizenship and science education. In J.L. Bencze (Ed.), *Science & technology education promoting wellbeing for individuals, societies & environments* (pp. 381-404). Dordrecht: Springer.
18. El Halwany, S., Zouda, M., Pouliot, C., & Bencze, L. (2017). Supporting pre-service teachers to teach for citizenship in the context of STSE issues. In J.L. Bencze (Ed.), *Science & technology education promoting wellbeing for individuals, societies & environments* (pp. 405-427). Dordrecht: Springer.
19. Hoeg, D., DiGiacomo, A., El Halwany, S., Kronick, I., Krstovic, M., Milanovic, M., Phillips-MacNeil, C., Zouda, M., & Bencze, L. (2017). Science for citizenship: Using Prezi™ for education about critical socio-scientific issues. In J.L. Bencze (Ed.), *Science & technology education promoting wellbeing for individuals, societies & environments* (pp. 359-380). Dordrecht: Springer.
20. Hoeg, D., Williamson, T., & Bencze, L. (2017). School science ruling relations and resistance to activism in early secondary school science. In J.L. Bencze (Ed.), *Science & technology education promoting wellbeing for individuals, societies & environments* (pp. 49-66). Dordrecht: Springer.

21. Phillips-MacNeil, C., Krstovic, M., & Bencze, L. (2017). Students' socioscientific actions: Using and gaining 'street smarts.' In J.L. Bencze (Ed.), *Science & technology education promoting wellbeing for individuals, societies & environments* (pp. 295-314). Dordrecht: Springer.
22. Ramjewan, N., Zoras, B., & Bencze, L. (2017). Giving meaning to STSE issues through student-led action research: An actor-network theory account of STEPWISE in action. In J.L. Bencze (Ed.), *Science & technology education promoting wellbeing for individuals, societies & environments* (pp. 277-293). Dordrecht: Springer.
23. Ramjewan, N., Zoras, B., & Bencze, L. (2017). Tensions on promoting social justice through STEPWISE pedagogies in an International Baccalaureate preparatory class. In J.L. Bencze (Ed.), *Science & technology education promoting wellbeing for individuals, societies & environments* (pp. 315-338). Dordrecht: Springer.
24. Sperling, E., & Bencze, L. (2017). Teaching girls to fish? A case of co-curricular food justice education program for youth. In J.L. Bencze (Ed.), *Science & technology education promoting wellbeing for individuals, societies & environments* (pp. 429-445). Dordrecht: Springer.
25. Zouda, M., Nishizawa, T., & Bencze, L. (2017). 'In the eye of the hurricane': Using STEPWISE to address urgent socio-political issues in Venezuela. In J.L. Bencze (Ed.), *Science & technology education promoting wellbeing for individuals, societies & environments* (pp. 339-357). Dordrecht: Springer.
26. Bencze, J.L., Alsop, S.J., Ritchie, A., Bowen, G.M., & Chen, S. (2015). Pursuing youth-led socio-scientific activism: Conversations of participation, pedagogy and power. In M.P. Mueller & D.J. Tippins (Eds.), *EcoJustice, citizen science and youth activism: Situated tensions for science education* (pp. 333-347). Dordrecht: Springer.
27. Bencze, J.L., & Carter, L. (2015). *Capitalists' profitable virtual worlds: Roles for science & technology education*. In P.P. Trifonas (Ed.), *International handbook of semiotics*, vol. 1 & 2 (pp. 1197-1212). Dordrecht: Springer.
28. Bowen, G.M., & Bencze, J.L. (2015). Science fairs. In R. Gunstone (Ed.), *Encyclopedia of science education* (p. 896-897). Dordrecht: Springer.
29. Wilkinson, T., & Bencze, L. (2015). With head, hand, and heart: Children address ethical issues of design in technology education. In K. Stables & S. Keirl (Eds.), *Environment, ethics and cultures: Design and technology education's contribution to sustainable global futures* (pp. 231-244). Rotterdam: Sense.
30. Albe, V., Barrué, C., Bencze, L., Byhring, A.K., Carter, L., Grace, M., Knain, E., Kolstø, D., Reis, P., & Sperling, E. (2014). Teachers' beliefs, classroom practices and professional development towards socioscientific issues. In C. Bruguière, P. Clément & A. Tiberghien (Eds.), *Selected contributions: Topics and trends in current science education* (pp. 55-69). Dordrecht: Springer.
31. Alsop, S., & Bencze, L. (2014). Toward a more activist science and technology education. In L. Bencze & S. Alsop (Eds.), *Activist Science & Technology Education* (pp. 1-19). Dordrecht: Springer.
32. Bencze, J.L., & Alsop, S. (2014). Towards technoscience education for healthier networks of being. L. Bencze & S. Alsop (Ed.), *Activist science & technology education* (pp. 607-622). Dordrecht: Springer.
33. Hoeg, D., & Bencze, L. (2014). Counter cultural hegemony: Student teachers' experiences implementing STSE-activism. In J.L. Bencze & S. Alsop (Ed.), *Activist science & technology education* (pp. 575-596). Dordrecht: Springer.
34. Sperling, E., Wilkinson, T., & Bencze, L. (2014). We got involved and we got to fix it!: Action-oriented school science. In J.L. Bencze & S. Alsop (Ed.), *Activist science & technology education* (pp. 365-380). Dordrecht: Springer.
35. Zoras, B., & Bencze, L. (2014). Utilizing social media to increase student-led activism on STSE issues. In J.L. Bencze & S. Alsop (Ed.), *Activist science & technology education* (pp. 435-449). Dordrecht: Springer.
36. Bencze, J.L. (2013). Socioscientific innovation for the common good. In L.V. Shavinina (Ed.), *The international handbook of innovation education* (pp. 404-415). London: Taylor & Francis/Routledge.
37. Bencze, J. L., & Alsop, S. (2009). A critical and creative inquiry into school science inquiry. In W.-M. Roth & K. Tobin (Eds.), *World of science education: North America* (pp. 27-47). Rotterdam: Sense.
38. Bowen, G. M., & Bencze, J. L. (2009). Engaging preservice secondary science teachers with inquiry activities: Insights into difficulties promoting inquiry in high school classrooms. In W.-M. Roth & K. Tobin (Eds.), *World of science education: North America* (pp. 587-609). Rotterdam: Sense.
39. Bencze, L. (2006). Imagine ... an enlightening and empowering science and technology education. In K. Leithwood, P. McAdie, N. Bascia, A. Rodrigue (Eds.), *Teaching for deep understanding: What every educational leader should know* (pp. 49-57). Thousand Oaks, CA: Corwin Press.
40. Alsop, S., Pedretti, E. & Bencze, L. (2005). Introduction: Creating possibilities. In S. Alsop, L. Bencze, & E. Pedretti (Eds.), *Analysing exemplary science teaching: Theoretical lenses and a spectrum of possibilities for practice* (pp. 1-12). Buckingham: Open University Press.
41. Bencze, L. (2005). School science for/against social justice. In S. Alsop, L. Bencze, & E. Pedretti (Eds.), *Analysing exemplary science teaching: Theoretical lenses and a spectrum of possibilities for practice* (pp. 193-202). Buckingham: Open University Press.
42. Bencze, L., Alsop, S. & Pedretti, E. (2005). Integrating educational resources into school science praxis. In S. Alsop, L. Bencze, & E. Pedretti (Eds.), *Analysing exemplary science teaching: Theoretical lenses and a spectrum of possibilities for practice* (pp. 217-226). Buckingham: Open University Press
43. Pedretti, E., Bencze, L. & Alsop, S. (2005). Voices and viewpoints: What have we learned about exemplary science teaching? In S. Alsop, L. Bencze, & E. Pedretti (Eds.), *Analysing exemplary science teaching: Theoretical lenses and a spectrum of possibilities for practice* (pp. 205-216). Buckingham: Open University Press.
44. Bencze, L. (2004). Imagine an enlightening and empowering science and technology education. In K. Leithwood, P. McAdie, N. Bascia, & A. Rodrigue (Eds.), *Teaching for depth: Toward the Ontario curriculum that we need* (pp. 40-47). Toronto: OISE/UT & Elementary Teachers' Federation of Ontario.
45. Bencze, J. L. (2003). School science for citizen empowerment: Theoretical tools for subverting state-funded social engineering. In K. Mündel & D. Schugurensky (Eds.), *Lifelong citizenship learning, participatory democracy, and social change* (pp. 48-65). Toronto: Transformative Learning Centre.

46. Pedretti, E., Bencze, L., Hodson, D., Decoito, I., & Di Giuseppe, M. (2003). Building and sustaining communities of practice beyond the fold: Nurturing agency and action. In J. Wallace and J. Loughran (Eds.), *Leadership and professional development in science education: New possibilities for enhancing teacher learning* (pp. 218-236). London & New York: RoutledgeFalmer.
47. Hicks, K., Bencze, L. & Alsop, S. (2001). From student to professional teacher. In S. Alsop & K. Hicks (Eds.), *Teaching Science: A Handbook for primary & secondary school teachers* (pp. 209-220). London: Kogan Page.

ARTICLES IN REFEREED JOURNALS (with inclusive page numbers)

1. Bencze, L., Pouliot, C., Pedretti, E., Simonneaux, L., Simonneaux, J., & Zeidler, D. (in development). Synergies and tensions among SAQ, SSI and STSE education. *Cultural Studies of Science Education*, x(x), xx-xx.
2. Bencze, L., Carter, L., & Krstovic, M. (2017). Students' actor-network-informed motivation for tackling socioscientific problems. *Education Review*, 5(2), 8-10.
3. Bencze, L., Carter, L., & Krstovic, M. (2017). Envisaging socio-scientific education for participatory democracies: Intertextuality as an organizing heuristic. *Education Review*, 5(2), 25-29.
4. Carter, L., Weinstein, M., & Bencze, L. (2017). Biopolitics and science education. *Cultural Studies of Science Education*, 12(4), 761-767.
5. Hoeg, D., & Bencze, L. (2017). Rising against a gathering storm: A biopolitical analysis of citizenship in STEM policy. *Cultural Studies of Science Education*, 12(4), 843-861.
6. Hoeg, D., & Bencze, L. (2017). Values underpinning STEM education in the USA: An analysis of the Next Generation Science Standards. *Science Education*, 101(2), 278-301.
7. Hoeg, D., Lemelin, N., & Bencze, J.L. (2015). Socio-political development of private school children mobilising for disadvantaged others. *Cultural Studies of Science Education*, 10(4), 1155-1174.
8. Sperling, E., & Bencze, L. (2015). Reimagining non-formal science education: A case of ecojustice-oriented citizenship education. *Canadian Journal of Science, Mathematics & Technology Education*, 15(3), 261-275.
9. Bencze, L., Carter, L., & Krstovic, M. (2014). Science & technology education for personal, social & environmental wellbeing: Challenging capitalists' consumerist strategies. *Brazilian Journal of Research in Science Education*, 14(2), 39-56. [invited]
10. Bencze, J.L. (2013). Science & technology education for global wellbeing. *Les dossiers des Sciences de l'Éducation (The Records of Educational Sciences)*, 29, 109-123.
11. Bencze, J.L., Carter, L., Chiu, M.-H., Duit, R., Martin, S., Siry, C., Krajcik, J., Shin, N., Choi, K., Lee, H., & Kim, S.-W. (2013). Globalization and science education. *COSMOS*, 8(2), 139-152.
12. Alsop, S., & Bencze, L. (2012). In search of activist pedagogies in SMTE. *Canadian Journal of Science, Mathematics & Technology Education*, 12(4), 394-408.
13. Bencze, J.L., & Sperling, E.R. (2012). Student-teachers as advocates for student-led research-informed socioscientific activism. *Canadian Journal of Science, Mathematics & Technology Education*, 12(1), 62-85.
14. Bencze, L., Sperling, E., & Carter, L. (2012). Students' research-informed socioscientific activism: Re/Visions for a sustainable future. *Research in Science Education*, 42(1), 129-148.
15. Bencze, L., & Carter, L. (2011). Globalizing students acting for the common good. *Journal of Research in Science Teaching*, 48(6), 648-669.
16. Alsop, S., & Bencze, J. L. (2010). Activism in SMT education in the claws of the hegemon (Editorial). *Canadian Journal of Science, Mathematics and Technology Education*, 10(3), 177-196.
17. Sperling, E., & Bencze, J. L. (2010). 'More than particle theory': Citizenship through school science. *Canadian Journal of Science, Mathematics and Technology Education*, 10(3), 255-266.
18. Bencze, J. L. (2010). Exposing and deposing hyper-economized school science. *Cultural Studies of Science Education*, 5(2), 293-303.
19. Bencze, J. L. (2010). Promoting student-led science and technology projects in elementary teacher education: Entry into core pedagogical practices through technological design. *International Journal of Technology and Design Education*, 20(1), 43-62.
20. Bencze, J. L. (2009). An eloquent and argumentative treatise on the history, philosophy and sociology of science for school science. *Canadian Journal of Science, Mathematics and Technology Education*, 9(4), 276-288.
21. Bencze, J. L. (2009). 'Polite directiveness' in science inquiry: A contradiction in terms? *Cultural Studies in Science Education*, 4(4), 855-864.
22. Bencze, J. L., & Bowen, G. M. (2009). A national science fair: Exhibiting support for the knowledge economy. *International Journal of Science Education*, 31(18), 2459-2483.
23. Bencze, J. L., & Bowen, G. M. (2009). Student-teachers' dialectically-developed motivation for promoting student-led science projects. *International Journal of Science and Mathematics Education*, 7(1), 133-159.
24. Bencze, L., Hewitt, J., & Pedretti, E. (2009). Personalizing and contextualizing multimedia case methods in university-based teacher education: An important modification for promoting technological design in school science. *Research in Science Education*, 39(1), 93-109.
25. Bowen, G. M., & Bencze, J. L. (2009). Print media representations of science fairs. *Canadian Journal of Science, Mathematics and Technology Education*, 9(2), 100-116.
26. Bencze, J. L. (2008). Private profit, science and science education: Critical problems and possibilities for action. *Canadian Journal of Science, Mathematics & Technology Education*, 8(4), 297-312.
27. Pedretti, E., Bencze, L., Hewitt, J., Romkey, L., & Jivraj, A. (2008). Promoting issues-based STSE perspectives in science teacher education: Problems of identity and ideology. *Science & Education*, 17(8/9), 941-960.
28. Bencze, J. L. (2007). Scaffolding students towards self-directed science inquiry projects. *Alberta Science Education Journal*, 8(2), 24-30.
29. Bencze, L., & DiGiuseppe, M. (2006). Explorations of a paradox in curriculum control: Resistance to open-ended science inquiry in a

- school for self-directed learning. *Interchange*, 37(4), 333-361.
30. Bencze, L., & Upton, L. (2006). Being your own role model for improving self-efficacy: An elementary teacher self-actualizes through drama-based science teaching. *Canadian Journal of Science, Mathematics and Technology Education*, 6(3), 207-226.
 31. Bencze, L., Bowen, M., & Alsop, S. (2006). Teachers' tendencies to promote student-led science projects: Associations with their views about science. *Science Education*, 90(3), 400-419.
 32. Yoon, S., Pedretti, E., Bencze, L., Hewitt, J., Perris, K., & van Oostveen, R. (2006). Exploring the use of cases and case methods in influencing elementary pre-service science teachers' self-efficacy beliefs. *Journal of Science Teacher Education*, 17(1), 15-35.
 33. Bencze, L., & Elshof, L. (2004). Science teachers as metascientists: An inductive-deductive dialectic immersion in northern alpine field ecology. *International Journal of Science Education*, 26(12), 1507-1526.
 34. Lemelin, N., & Bencze, L. (2004). Reflection-on-action at a science and technology museum: Findings from a university-museum partnership. *Canadian Journal of Science, Mathematics and Technology Education*, 4(4), 467-481.
 35. Hewitt, J., Pedretti, E., Bencze, L., Vaillancourt, B. D., & Yoon, S. (2003). New applications for multimedia cases: Promoting reflective practice in pre-service teacher education. *Journal of Technology and Teacher Education*, 11(4), 483-500.
 36. Bencze, L., Di Giuseppe, M., Hodson, D., Pedretti, E., Serebrin, L., & Decoito, I. (2003). Paradigmatic road blocks in elementary school science 'reform': Reconsidering nature-of-science teaching within a rational-realist milieu. *Systemic Practice and Action Research*, 16(5), 285-308.
 37. Bencze, L., Hewitt, J., Pedretti, E., Yoon, S., Perris, K., & van Oostveen, R. (2003). Science-specialist student-teachers consider promoting technological design projects: Contributions of multi-media case methods. *Research in Science Education*, 33(2), 163-187.
 38. Bencze, J. L. (2001). 'Technoscience' education: Empowering citizens against the tyranny of school science. *International Journal of Technology and Design Education*, 11(3), 273-298.
 39. Bencze, J. L. (2001). Subverting corporatism in school science. *Canadian Journal of Science, Mathematics and Technology Education*, 1(3), 349-355.
 40. Bencze, L., Hewitt, J., & Pedretti, E. (2001). Multi-media case methods in pre-service science education: Enabling an apprenticeship for praxis. *Research in Science Education*, 31(2), 191-209.
 41. Bencze, L., & Lemelin, N. (2001). Doing science at a science centre: Enabling independent knowledge construction in the context of schools' museum visits. *Museum Management and Curatorship*, 19(2), 139-155.
 42. Bencze, J. L. (2000). Democratic constructivist science education: Enabling egalitarian literacy and self-actualization. *Journal of Curriculum Studies*, 32(6), 847-865.
 43. Bencze, J. L. (2000). Procedural apprenticeship in school science: Constructivist enabling of connoisseurship. *Science Education*, 84(6), 727-739.
 44. Bencze, L., & Hodson, D. (1999). Changing practice by changing practice: Toward more authentic science and science curriculum development. *Journal of Research in Science Teaching*, 36(5), 521-39.
 45. Bencze, L., & Hodson, D. (1998). Coping with uncertainty in elementary school science: A case study in collaborative action research. *Teachers and Teaching: Theory and Practice*, 4(1), 77-94.
 46. Hodson, D., & Bencze, L. (1998). Becoming critical about practical work: Changing views and changing practice through action research. *International Journal of Science Education*, 20(6), 683-94.
 47. Bencze, J. L. (1996). Correlational studies in school science: Breaking the science-experiment-certainty connection. *School Science Review*, 78(282), 95-101.

PAPERS IN PROCEEDINGS OF REFEREED CONFERENCES (with inclusive page numbers)

1. Wilkinson, T., & Bencze, L. (2011). With head, hand and heart: Children address ethical issues of design in technology education. In K. Stables, C. Benson & M. de Vries (Eds.), *Proceedings of the PATT25/CRIPT8 conference: Perspectives on learning in design & technology education* (pp. 406-412). London: Goldsmiths, University of London (ISBN 978-1-906897-10-9)
2. Bencze, J. L. & Bowen, G. M. (2002). Striving for student self-determination in school science: Promise through student teachers' procedural and pedagogical reconstructions. In C. Kosnick, A. Freese & A. P. Samaras (Eds.), *Herstmonceux IV: The Fourth International Conference on Self-study of Teacher Education Practices: Making a difference through self-study* (Volume 1), August 4-8, 2002, Herstmonceux Castle (pp. 26-31). East Sussex, England: East Sussex: S-STEP.
3. Bencze, L., Pedretti, E. & Hewitt, J. (2002). The niche concept in curriculum and professional development in science teacher education: Collaboration or individualization? In C. Kosnick, A. Freese & A. P. Samaras (Eds.), *Herstmonceux IV: The Fourth International Conference on Self-study of Teacher Education Practices: Making a difference through self-study* (Volume 1), August 4-8, 2002, Herstmonceux Castle (pp. 32-36). East Sussex, England: East Sussex: S-STEP.
4. Bencze, L. & Hodson, D. (1995). Toward greater authenticity in elementary school science: Changing practice through action research. In F. Finley, D. Allchin, D. Rhees & S. Fifield (Eds.), *Proceedings of The Third International History, Philosophy, and Science Teaching Conference. Volume 1*. Minneapolis: University of Minnesota, pp126-136.

TECHNICAL WRITINGS/REPORTS (with inclusive page numbers)

1. Bencze, J. L., Hodson, D. & Nieswandt, M., Pedretti, E. (2006). *Ontario Curriculum Review, Sciences, grades 9-12: Recommendations for Renewal in Ontario Intermediate (Secondary) Science Curriculum*. Toronto: OISE/UT.
2. Bencze, J. L., Bellomo, K., Burt, J., Wessinger, S. & Wolfe, E. (2006). *Ontario Curriculum Review, Sciences, grades 9-12: Feedback on draft #1*. Toronto: Centre of Studies in Science, Mathematics and Technology Education, OISE/UT.
3. Bencze, J. L. & Forbes, J. (2006). *Ontario Curriculum Review, Science & Technology, Grades 1-8, and Sciences, grades 9-12: Promoting literacy for all and for global sustainability*. Toronto: Centre of Studies in Science, Mathematics and Technology Education and Science, Mathematics and Real Technology Group, OISE/UT.

4. Bencze, J. L. (1996). *Response to the Consultative Draft of the Pan-Canadian Science Project's 'The Common Framework of Science Learning Outcomes K-12.'* Toronto, MoET, Nov. 15, 1996.
5. Bencze, J. L. (1996). *Response to the discussion paper, 'Excellence in education: High school reform.'* Toronto, MoET, Nov. 27, 1996.

ABSTRACTS AND/OR PAPERS READAmerican Educational Research Association

1. Bencze, L. (2018). Students actively addressing STEM-related harms: Visions of the possible. A symposium presentation at the annual conference of the *American Educational Research Association*, New York, NY, April 13-17, 2018.
2. Zouda, M., El Halwany, S., Milanovic, M., Schaffer, K., & Bencze, L. (2018). Activist science education: Spaces for equity and inclusiveness. A presentation at the annual conference of the *American Educational Research Association*, New York, NY, April 13-17, 2018.
3. Bencze, L., & Krstovic, M. (2017). Science students' socio-political actions: Attachments from epistemic reflections. A presentation at the annual meeting of the *American Educational Research Association*, Apr. 27 - May 1, San Antonio, TX.
4. Bencze, L., & Krstovic, M. (2017). An activist science teacher 'teaching against the grain': Tensions and possibilities. A paper to be presented at the annual meeting of the *American Educational Research Association*, Apr. 27 - May 1, San Antonio, TX.
5. El Halwany, S., Milanovic, M., Krstovic, M., Zouda, M., & Bencze, L. (2017). Exploring teachers' emotional ecologies through socio-scientific issues: Using an unconventional pedagogy on climate change. A paper to be presented at the annual meeting of the *American Educational Research Association*, Apr. 27 - May 1, San Antonio, TX.
6. Zouda, M., El Halwany, S., Milanovic, M., & Bencze, L. (2017). STEM coaches' conceptions and practices of socioscientific issues. A paper to be presented at the annual meeting of the *American Educational Research Association*, Apr. 27 - May 1, San Antonio, TX.
7. Bencze, L., & Pouliot, C. (2016). Activist dispositifs for STEM education: Collectivism vs. individualism (In symposium, 'The emerging politics of STEM education: Policy, discourse, and governance'). A presentation at the annual conference of the *American Educational Research Association*, Washington, DC, April 8-12, 2016.
8. El Halwany, S., Zouda, M., Pouliot, C., & Bencze, L. (2016). A multi-layered actor network pedagogy: Teaching for citizenship in the context of socio-scientific issues. A presentation at the annual conference of the *American Educational Research Association*, Washington, DC, April 8-12, 2016.
9. Zouda, M., Nishizawa, T., & Bencze, L. (2016). What do youth know about socioscientific issues?: Reflecting for socio-political actions. A presentation at the annual conference of the *American Educational Research Association*, Washington, DC, April 8-12, 2016.
10. Bencze, L., & Krstovic, M. (2015). Students' conscientious technology designs as actions on socioscientific issues. A presentation at the annual conference of the *American Educational Research Association*, Chicago, IL, April 16-20, 2015.
11. Hoeg, D., Williamson, T., & Bencze, L. (2015). Ruling relations and enactment of activist science education in early secondary school science. A presentation at the annual conference of the *American Educational Research Association*, Chicago, IL, April 16-20, 2015.
12. Bencze, J.L., & Krstovic, M. (2014). Students' uses of actor network theory to contextualize socioscientific actions. A presentation at the annual conference of the *American Educational Research Association*, Philadelphia, PA, April 3-7, 2014.
13. Carter, L., & Bencze, L. (2014). Inter-hemispheric science preservice teacher collaborations: Struggles towards political conceptions of, and actions on, socioscientific issues. A presentation at the annual conference of the *American Educational Research Association*, Philadelphia, PA, April 3-7, 2014.
14. Ritchie, A., Atkinson, D., Zouda, M., & Bencze, L. (2014). Practicing science and activism alongside youth: Voices from an after-school science club. A presentation at the annual conference of the *American Educational Research Association*, Philadelphia, PA, April 3-7, 2014.
15. Bencze, J.L., & Krstovic, M. (2013). Students' social studies influences on their socioscientific actions. A presentation at the annual conference of the *American Educational Research Association*, San Francisco, CA, April 27 - May 1, 2013.
16. Phillips, C., Krstovic, M., & Bencze, J.L. (2013). Students' socioscientific actions: Using and enhancing their 'street smarts.' A presentation at the annual conference of the *American Educational Research Association*, San Francisco, CA, April 27 - May 1, 2013.
17. Sperling, E., & Bencze, J.L. (2013). Reifying non-formal science education: A case of ecojustice-oriented citizenship education. A presentation at the annual conference of the *American Educational Research Association*, San Francisco, CA, April 27 - May 1, 2013.
18. Bencze, J.L., & Lemelin, N. (2012). Private school children acting for the common good: Factors influencing their actions on socioscientific issues. A presentation at the annual conference of the *American Educational Research Association*, Vancouver, BC, April 13-17, 2012.
19. Bowen, G.M., Bencze, J.L., & Jagger, S. (2012). Understanding the "virtual" science fair: A critical analysis of the online competition experience. A presentation at the annual conference of the *American Educational Research Association*, Vancouver, BC, April 13-17, 2012.
20. Bencze, L., & Sperling, E. (2011). Student-teachers' research-informed actions to address socioscientific issues. A presentation at the annual conference of the *American Educational Research Association*, New Orleans, LA, April 8-12, 2011.
21. Bencze, L., Alsop, S., Carter, L., & Sperling, E. (2011). A theoretical framework for critical and emancipatory science & technology education. A presentation at the annual conference of the *American Educational Research Association*, New Orleans, LA, April 8-12, 2011.
22. Bowen, G.M., Bencze, J.L., Fraser, D., & Bellomo, K.S. (2011). Parents' views of science fair participation by their children. A presentation at the annual conference of the *American Educational Research Association*, New Orleans, LA, April 8-12, 2011.
23. Bencze, J.L., Bent, M., Sperling, E., Radakovic, N., & Alsop, S. (2010). Students as socio-political activists: Impetus from their science inquiries. A paper presented at the annual conference of the *American Educational Research Association*, Denver, CO, April 30 - May 4, 2010.

24. Alsop, S., & Bencze, J.L. (2009). Towards a ‘responsibilist’ nature of science. A paper presented at the annual conference of the *American Educational Research Association*, San Diego, CA, April 13-17, 2009.
25. Bencze, J.L., Bowen, G.M., & Arsenault, N. (2009). Judging [at] a science fair: Tensions for judges and organizers. A paper presented at the annual conference of the *American Educational Research Association*, San Diego, CA, April 13-17, 2009.
26. Bowen, G.M., & Bencze, J.L. (2009). Indicators of teachers’ feedback on use of graphical inscriptions: Science fair projects. A presentation at the annual conference of the *American Educational Research Association*, San Diego, CA, April 13-17, 2009.
27. Sperling, E., & Bencze, J.L. (2009). “Particle theory isn’t everything”: Engaging students in action-oriented citizenship through science education in a school setting. A paper presented at the annual conference of the *American Educational Research Association*, San Diego, CA, April 13-17, 2009.
28. Arsenault, N., Bowen, G.M., Bencze, J.L., & Tucker, B. (2008). Recontextualizing science outreach: A cultural historical activity theory approach. A presentation at the annual conference of the *American Educational Research Association*, New York, NY: March 24-28, 2008.
29. DiGiuseppi, M., Decoito, I., Pedretti, E., Bencze, L., Hodson, D., & Mylchreest, L. (2008). Nudging STSE perspectives into the mainstream: Overcoming resistance through action research. A presentation at the annual conference of the *American Educational Research Association*, New York, NY: March 24-28, 2008.
30. Pedretti, E., Bencze, L., Hewitt, J., & Skinner-Winslow, J. (2008). Verisimilitude and multi-media case use: Exploring interactions between a case teacher and preservice science students. A presentation at the annual conference of the *American Educational Research Association*, New York, NY: March 24-28, 2008.
31. Bencze, J. L., DiGiuseppe, M., & Bowen, G. M. (2007). Scientists’ willingness to educate students about profit-driven science. A paper presented at the annual conference of the *American Educational Research Association*, Chicago, April 9-13, 2007.
32. Bencze, J. L., Bowen, G. M., & Di Giuseppe, M. (2006). Facilitating student-led collaborative science projects: The role of Web-based communication tools. A paper presented at the annual conference of the *American Educational Research Association*, San Francisco, California, April 7–11, 2006.
33. Bencze, L., Alsop, S., Wang, K., & Hazzard, K. (2006). Teachers’ and student-teachers’ commitments to exposing students to the nature of profit-driven science. A paper presented at the annual conference of the *American Educational Research Association*, San Francisco, California, April 7–11, 2006.
34. Bowen, G.M., & Bencze, J. L. (2006). (Re)Presenting science: Making sense of student use of inscriptions, data & rhetoric in national science fair projects. A paper presented at the annual conference of the *American Educational Research Association*, San Francisco, California, April 7–11, 2006.
35. Bowen, G.M., Bencze, J.L., & Seabrook, S. (2006). Understanding the investigation practices engaged in by pre-service secondary science teachers in long-term inquiry projects: The (non) role of science theory, practices & argumentation. A paper presented at the annual conference of the *American Educational Research Association*, San Francisco, California, April 7–11, 2006.
36. Pedretti, E., Bencze, L., Hewitt, J., Romkey, L., & Sharkawy, A. (2006). Shifting landscapes: Promoting STSE perspectives in physics teacher education through multi-media cases. A paper presented at the annual conference of the *American Educational Research Association*, San Francisco, California, April 7–11, 2006.
37. Bencze, J.L., & Bowen, G.M. (2005). Science fairs: Mechanisms of socio-economic stratification. A paper presented at the annual conference of the *American Educational Research Association*, Montréal, Québec, April 11-17, 2005.
38. Hewitt, J., Pedretti, E., Bencze, L., & Jiwani, A. (2004). Using video cases to promote introspection among preservice teachers. A paper presented at the annual conference of the *American Educational Research Association*, April 12-16, 2004, San Diego, CA.
39. Pedretti, E., Bencze, L., Hewitt, J., Jiwani, A., & van Oostveen, R. (2004). Teaching and learning about Science, Technology, Society and Environment (STSE) perspectives through case methods in teacher education. A paper presented at the annual conference of the *American Educational Research Association*, April 12-16, 2004, San Diego, CA.
40. Bencze, J.L. (2003). School science for/against corporate-friendly citizenship. A paper presented at the annual conference of the *American Educational Research Association*, Chicago, Illinois, April 21-25, 2003.
41. Bencze, J.L., Bowen, G.M., & van Oostveen, R. (2003). Web-mediated intellectual independence in science knowing. A paper presented at the annual conference of the *American Educational Research Association*, Chicago, Illinois, April 21-25, 2003.
42. Bowen, G.M., & Bencze, J. L. (2003). Changing discourse over/about graph interpretation in pre-service science methods courses. A paper presented at the annual conference of the *American Educational Research Association*, Chicago, IL, April 21-25, 2003.
43. Bencze, J.L., & Bowen, G. M. (2002). Procedural & pedagogic apprenticeship in pre-service science & technology teacher education: Promoting independent project work. A presentation at the annual conference of the *American Educational Research Association*, April 1-5, 2002, New Orleans, LA.
44. Bencze, L., Hewitt, J., Pedretti, E., Yoon, S., van Oostveen, R., & Perris, K. (2002). Technoscience education in practice: A case-method window into contextual teaching and learning for pre-service science-specialist teachers. A presentation at the annual conference of the *American Educational Research Association*, April 1-5, 2002, New Orleans, LA.
45. Bowen, G.M., & Bencze, J. L. (2002). Developing student teacher competency with the practices of science research through long-term inquiry projects. A proposal for a presentation at the annual conference of the *American Educational Research Association*, April 1-5, 2002, New Orleans, LA.
46. Hewitt, J., Pedretti, E., & Bencze, L. (2002). Student teacher introspection: Stimulating habits of praxis through case method interaction. A presentation at the annual conference of the *American Educational Research Association*, April 1-5, 2002, New Orleans, LA.
47. Yoon, S., Pedretti, E., Bencze, L., Hewitt, J., van Oostveen, R., & Perris, K. (2002). Using case methods in pre-service teacher development: Influences on agency, practice and community-building. A presentation at the annual conference of the *American Educational Research Association*, April 1-5, 2002, New Orleans, LA.
48. Bencze, L., & Bowen, M. (2001). Learner-controlled projects in science teacher education: Planting seeds for revolutionary change. A presentation at the annual meeting of the *American Educational Research Association*, Seattle, WA, April 14, 2001.

49. Lemelin, N., & Bencze, L. (2001). Science & technology museum education praxis: Learning from school visitors. A paper for a poster presentation at the annual meeting of the *American Educational Research Association*, Seattle, WA, April 12, 2001.
50. Pedretti, E., Bencze, L., Goodnough, K., Hodson, D., Di Giuseppe, M., & Mylchreest, L. (2001). Emancipatory action research in a milieu of regulatory curriculum reform: Empowering science teachers through a School District/University collaboration. A presentation at the annual meeting of the *American Educational Research Association*, Seattle, WA, April 12, 2001.
51. Bencze, L., & Lemelin, N. (2000). Doing science at a science centre: Enabling independent knowledge construction in the context of commercial informal education. A paper presented at the annual meeting of the *American Educational Research Association* (New Orleans, LA, April 27, 2000).
52. Bencze, L., & Lemelin, N. (2000). Doing science in teacher education: Pre-service elementary science teachers use their emerging 'scientific flair' in practice teaching. A paper presented at the annual meeting of the *American Educational Research Association* (New Orleans, LA, April 25, 2000).
53. Bencze, L., Hewitt, J., & Pedretti, E. (2000). Multi-media Case Studies in Pre-service Science Education: Linking Practice to Theory. A paper presented at the annual meeting of the *American Educational Research Association* (AERA), April 24, 2000, New Orleans, LA.

Association for the Advancement of Computing in Education

1. Bencze, L., Di Giuseppe, M., & Bowen, M. (2005). Web-mediated student-led collaborative science & technology projects: Transcending our current educational paradigm. A paper presented at the annual meeting of the *Association for the Advancement of Computing in Education*, June 27 - July 2, 2005, Montréal, Québec.
2. Pedretti, E., Bencze, L., & Hewitt, J. (2005). *Problematising multi-media case methods in teacher education*. A paper presented at the annual meeting of the *Association for the Advancement of Computing in Education*, June 27 - July 2, 2005, Montréal, Québec.
3. Pedretti, E., Bencze, L., Hewitt, J., Jiwani, A., & Romkey, L. (2004). The promise of multi-media case methods: Promoting Science, Technology, Society and Environment (STSE) perspectives in science teacher education. A paper presented at *ED-MEDIA 2004-World Conference on Educational Multimedia, Hypermedia & Telecommunications*, June 21-26, 2004, Lugano, Switzerland.

Australasian Science Education Research Association

1. Bencze, J.L., & Carter, L. (2012). School science for/against consumerist societies. Australasian Science Education Research Association. A presentation at the annual conference of the *Australasian Science Education Research Association*, June 27-30, 2012, Sippy Downs, QLD, Australia.
2. Bencze, J.L., Bowen, G.M., Chen, S., & Ritchie, A. (2012). Youth as socio-scientific activists: Visions for school science from informal contexts. A presentation at the annual conference of the *Australasian Science Education Research Association*, June 27-30, 2012, Sippy Downs, QLD, Australia.
3. Bencze, J.L., & Carter, L. (2011). A framework for socioscientific citizenship education: Students advocating for the common good. A presentation at the annual conference of the *Australasian Science Education Research Association*, June 29 - July 2, Adelaide, Australia.
4. Sperling, E., & Bencze, J.L. (2011). Are we teaching girls to fish? Community-university collaboration for youth food justice education. A presentation at the annual conference of the *Australasian Science Education Research Association*, June 29 - July 2, Adelaide, Australia.
5. Bencze, J. L., & Sperling, E. (2010). Student-teachers' actions on socioscientific issues, increasingly informed by their primary research. A presentation at the annual conference of the *Australasian Science Education Research Association*, June 30 to July 3, Port Stephens, NSW, Australia.
6. Sperling, E., & Bencze, J.L. (2010). Inquiry-based activism in science teacher education: Commitment building through co-constructed activist culture. A presentation at the annual conference of the *Australasian Science Education Research Association*, June 30 to July 3, Port Stephens, NSW, Australia.

Australian Association for Research in Education

1. Pedretti, E., Bencze, L., & Hewitt, J. (2007). Identity and ideology: Challenging traditional images of science teaching through multimedia case methods. A paper presented at the annual conference of the *Australian Association for Research in Education*, Freemantle, AU, November 25-29, 2007.

Canadian Association for Curriculum Studies: Provoking Curriculum Conference

1. Bencze, J.L., & Alsop, S. (2007). School science for the people and the planet: Enabling education in a milieu of global economization. A paper presented at the Third Biennial Provoking Curriculum Conference (jointly sponsored by the Faculty of Education, University of Calgary and the *Canadian Association for Curriculum Studies*), Banff, Alberta, Canada, 22-24 February 2007.

Canadian Botanical Association

1. Bencze, J.L., & Bowen, G.M. (2006). Beyond 'cookbook' lab activities: Theoretical and practical considerations. A paper presentation at the annual conference of the *Canadian Botanical Association*, Concordia University, Montréal, QC, June 26-29, 2006.

Canadian Society for the Study of Education

1. Bencze, L., & Pouliot, C. (2018). Science students' network-informed power analyses and socio-political actions. A presentation at the annual conference of the *Canadian Society for the Study of Education*, Regina, SK, May 26-30, 2018.
2. El Halwany, S., Bencze, L., Mohammad, N., Schaffer, K., Milanovic, M., & Zouda, M. (2018). Embodying meanings: A college instructor's reflections on his life history and his practices on STSE issues. A presentation at the annual conference of the *Canadian*

- Society for the Study of Education*, Regina, SK, May 26-30, 2018.
3. Bowen, G.M., Good, K.P., & Bencze, J.L. (2017). Connections between science fair project titles, their economic potential, and science fair prizes. A presentation at the annual meeting of the *Canadian Society for the Study of Education*, May 27-31, Toronto, ON.
 4. Hoeg, D., & Bencze, L. (2017). Values underpinning STEM education in the USA: Analysis of the Next Generation Science Standards. A presentation at the annual meeting of the *Canadian Society for the Study of Education*, May 27-31, Toronto, ON.
 5. El Halwany, S., Zouda, M., Pouliot, C., & Bencze, L. (2015). Moving between 'figured worlds': Examining student-teachers' self-efficacy beliefs about research-informed activism on STSE issues. A presentation at the annual conference of the *Canadian Society for the Study of Education*, Ottawa, ON, May 30 - June 3, 2015.
 6. Bencze, J.L., Bowen, G.M., Chen, S., & Ritchie, A. (2012). Youth's targeted actions on socioscientific issues: Towards co-production of knowledge with powerful others. A presentation at the annual conference of the *Canadian Society for the Study of Education*, Waterloo, ON, May 27-30, 2012.
 7. Bowen, G.M., Bencze, J.L., & Jagger, S. (2012). Insights into what students learn about NoS, STSE and the commodification of science through participation in a 'virtual' science fair. A presentation at the annual conference of the *Canadian Society for the Study of Education*, Waterloo, ON, May 27-30, 2012.
 8. Sperling, E.R., & Bencze, J.L. (2012). Teaching girls to fish? A case-study of food justice education in a co-curricular youth program. A presentation at the annual conference of the *Canadian Society for the Study of Education*, Waterloo, ON, May 27-30, 2012.
 9. Bencze, L., & Sperling, E. (2010). Inquiry-based activism in science teacher education: Primary rivals secondary research. A presentation at the annual conference of the *Canadian Society for the Study of Education*, May 29 - June 1, Montréal, QC.
 10. Sperling, E., & Bencze, L. (2010). Inquiry-based activism in science teacher education: Commitment through border abstraction-case dialectics. A presentation at the annual conference of the *Canadian Society for the Study of Education*, May 29 - June 1, Montréal, QC.
 11. Bencze, J. L., & Alsop, S. (2009). Ecojustice through responsibilist science education. A paper presented at the annual conference of the *Canadian Society for the Study of Education*, Ottawa, ON, May 23-26, 2009.
 12. Sperling, E., & Bencze, J.L. (2009). "More than particle theory": Action-oriented citizenship through science education in a school setting. A paper presented at the annual conference of the *Canadian Society for the Study of Education*, Ottawa, ON, May 23-26, 2009.
 13. Arsenault, N., Bowen, G.M., Bencze, J.L., & Tucker, B. (2008). Contextualising science outreach: A cultural-historical activity theory approach. A presentation at the annual conference of the *Canadian Society for the Study of Education*, Vancouver, BC, May 31 - June 3, 2008.
 14. Bencze, J.L., Bowen, G.M., & Arsenault, N. (2008). Judging teenagers' science fair projects: Epistemological and practical tensions. A presentation at the annual conference of the *Canadian Society for the Study of Education*, Vancouver, BC, May 31 - June 3, 2008.
 15. Bencze, L., Alsop, S., Sperling, E., Nazir, J., & DiGiuseppe, M. (2008). Science teachers' rationale for encouraging students to 'spend' their cultural capital on people and the planet. A presentation at the annual conference of the *Canadian Society for the Study of Education*, Vancouver, BC, May 31 - June 3, 2008.
 16. Bowen, G.M., Bencze, J.L., & Sampson, E. (2008). Print media representations of science fairs: The contribution to public understanding of science. A presentation at the annual conference of the *Canadian Society for the Study of Education*, Vancouver, BC, May 31 - June 3, 2008.
 17. Bencze, L., & Alsop, S. (2007). Towards altruistic science education: Seeking wellbeing for individuals, societies & environments. A paper presented at the annual meeting of the *Canadian Society for the Study of Education*, University of Saskatchewan, Saskatoon, SK, May 26-29, 2007.
 18. Pedretti, E., Bencze, L., Hewitt, J., & Skinner-Winslow, J. (2007). Enriching multi-media case methods: Bringing together researchers, case teacher, and preservice science teachers. A paper presented at the annual meeting of the *Canadian Society for the Study of Education*, University of Saskatchewan, Saskatoon, SK, May 26-29, 2007.
 19. Bencze, L., DiGiuseppe, M., & Bowen, G.M. (2006). Scientists' support for enlightening students about problematic aspects of profit-driven science. A paper presented at the annual meeting of the Canadian Society for the Study of Education, York University, Toronto, ON, May 27-30, 2006.
 20. Bencze, L., Hewitt, J., Pedretti, E., Wallace, J., Bellomo, K., & Philip, D. (2006). Student-teachers' instructional intentions regarding conflicting views about science. A paper presented at the annual meeting of the Canadian Society for the Study of Education, York University, Toronto, ON, May 27-30, 2006.
 21. Bowen, G.M., & Bencze, J. L. (2006). Student use of inscriptions, data, & rhetoric in science fair projects: Implications of enacted practices. A paper presented at the annual meeting of the Canadian Society for the Study of Education, York University, Toronto, ON, May 27-30, 2006.
 22. Pedretti, E., Bencze, L., Hewitt, J., Jiwani, A., & Romkey, L. (2006). Identity and ideology: Promoting science, technology, society and environment (STSE) perspectives in science teacher education through multi-media Cases. A paper presented at the annual meeting of the Canadian Society for the Study of Education, York University, Toronto, Ontario, May 27-30, 2006.
 23. Bencze, L., Alsop, S., & Pedretti, E. (2005). School science for sustainable development: An antidote to pathological local/global economization. A paper presented at the annual conference of the *Canadian Society for the Study of Education*, London, ON, May 28 - 31, 2005.
 24. Bowen, G.M., Graham, A., & Bencze, J. L. (2005). Engaging pre-service secondary science teachers in "authentic" inquiry projects: Understanding the atheoretical nature of their project work. A paper presented at the annual conference of the *Canadian Society for the Study of Education*, London, ON, May 28 - 31, 2005.
 25. Hewitt, J., Pedretti, E., Bencze, L., Jiwani, A. & Simand, H. (2005). An innovative use of video cases in teacher education. A paper presented at the annual conference of the *Canadian Society for the Study of Education*, London, ON, May 28 - 31, 2005.

26. Bencze, J.L., Bowen, G.M., & Di Giuseppe, M. (2004). Web-mediated scaffolding of student-led, collaborative Science Projects. A presentation at the annual conference of the *Canadian Society for the Study of Education*, Winnipeg, Manitoba, May 29 - June 1, 2004.
27. Bowen, G.M., & Bencze, J.L. (2004). Engaging pre-service secondary science teachers in 'authentic' inquiry projects: Understanding the atheoretical nature of their project work. A paper presented at the annual conference of the *Canadian Society for the Study of Education*, Winnipeg, Manitoba, May 29 - June 1, 2004.
28. Pedretti, E., Bencze, J.L., Hewitt, J., Jiwani, A., & Romkey, L. (2004). Contextualized multimedia case methods for promoting STSE (Science, Technology, Society & Environment) education in science teacher education. A paper presented at the annual conference of the *Canadian Society for the Study of Education*, Winnipeg, Manitoba, May 29 - June 1, 2004.
29. Bencze, J.L., & Bowen, G.M. (2003). Towards legitimate central participation in science: Promoting student theorizing through science teacher education. A presentation at the annual conference of the *Canadian Society for the Study of Education*, Dalhousie University, Halifax, NS, May 28-31, 2003.
30. Bowen, G.M., & Bencze, J.L. (2003). Improving the interpretation of graphs depicting biological relationships through independent inquiry project work. A presentation at the annual conference of the *Canadian Society for the Study of Education*, Dalhousie University, Halifax, NS, May 28-31, 2003.
31. Bencze, L., Di Giuseppe, M., Hodson, D., Pedretti, E., Serebrin, L., & Decoito, I. (2002). An ideological steam-roller effect in action: Collaborative action researchers consider significant school science reform in a milieu of administrative systemization. A paper given as part of a multiple paper set at the annual meeting of the *Canadian Society for the Study of Education*, May 25-28, 2002, OISE/UT, University of Toronto, Toronto.
32. Bencze, L., Hewitt, J., Pedretti, E., Yoon, S., van Oostveen, R., & Perris, K. (2002). Technology-informed pedagogical perspectives in science-specialist student teachers: Influences from a multi-media case method. A paper within a multiple paper set at the annual conference of the *Canadian Society for the Study of Education*, May 25-28, 2002, OISE/UT, University of Toronto, Toronto.
33. Bowen, G.M., & Bencze, J.L. (2002). Moving from cookie-cutter labs to the jungle: engaging pre-service science teachers in independent inquiry activities. A presentation at the annual meeting of the *Canadian Society for the Study of Education*, May 25, 2002, OISE/UT, Toronto.
34. Hewitt, J., Pedretti, E., Bencze, L., Vaillancourt, D., & Yoon, S. (2002). Student teacher introspection: Stimulating habits of praxis through case method interaction. A paper within a multiple paper set at the annual conference of the *Canadian Society for the Study of Education*, May 25-28, 2002, OISE/UT, University of Toronto, Toronto.
35. Hodson, D., Serebrin, L., Bencze, L., Pedretti, E., Decoito, I., Di Giuseppe, M., & Goodnough, K. (2002). The STAR Experience: Building a Tradition of Reflective Practice and Professional Growth. A paper given as part of a multiple paper set at the annual meeting of the *Canadian Society for the Study of Education*, May 25-28, 2002, OISE/UT, University of Toronto, Toronto.
36. Mylchreest, L., Decoito, I., Pedretti, E., Hodson, D., Bencze, L., & Di Giuseppe, M. (2002). Professional development: The role of principals in supporting action research. A paper given as part of a multiple paper set at the annual meeting of the *Canadian Society for the Study of Education*, May 25-28, 2002, OISE/UT, University of Toronto, Toronto.
37. Yoon, S., Pedretti, E., Bencze, L., Hewitt, J., Perris, K. & van Oostveen, R. (2002). Exploring Influences of Case Methods on Pedagogical Beliefs and Practices: Creating Opportunities for Agency, Practice and Community-Building. A paper within a multiple paper set at the annual conference of the *Canadian Society for the Study of Education*, May 25-28, 2002, OISE/UT, University of Toronto, Toronto.
38. Bencze, J.L. (2001). Undermining corporatism in school science: Nurturing students towards self-actualization. A presentation at the annual meeting of the *Canadian Society for the Study of Education*, May 23, 2001, Université Laval, Québec City, PQ.
39. Lemelin, N. & Bencze, L. (2001). Reconstructing a Design & Technology Experience through a University-Museum Partnership. A presentation at the annual meeting of the *Canadian Society for the Study of Education*, May 25, 2001, Université Laval, Québec City, PQ.
40. Bencze, J.L., Bowen, G.M., Elshof, L., & van Oostveen (2000). Internet-mediated Pan-Canadian Science Projects: Students Independently Construct Knowledge While Getting to Know More About Canada and Canadians. A paper presented at the annual meeting of the *Canadian Society for the Study of Education*, Edmonton, AB, May 26, 2000.
41. Bencze, L., & Di Giuseppe, M. (2000). Rekindling ideals in an alternative secondary school: Shifting the locus of control from teachers to students. A paper presented at the annual meeting of the *Canadian Society for the Study of Education* (CSSE), Edmonton, AB, May 26, 2000.
42. Bencze, J.L. (1999). Preservice elementary teachers develop scientific flair: Hope for citizen self-actualization. A conference presentation at the annual conference of the *Canadian Society for the Study of Education*, University of Sherbrooke, Sherbrooke, Quebec, June 9, 1999.
43. Bencze, J.L. (1998). Scientific flair amongst future elementary science teachers: Non-specialists acquire specialist expertise. A presentation at the annual conference of the *Canadian Society for the Study of Education*, Ottawa, ON, June, 1998.
44. Bencze, J.L. (1997). Design & technology in school science: Problematizing and personalizing the curriculum. A presentation at the annual conference of the *Canadian Society for the Study of Education*, St. John's, NFLD, June, 1997.
45. Bencze, J.L. & Schmidt, B. (1997). Collaborative curriculum development among science educators from Primary, Secondary, and Tertiary Schools: Promoting mutual challenge and support. A presentation at the annual conference of the *Canadian Society for the Study of Education*, St. John's, NFLD, June, 1997.
46. Bencze, J.L. (1996). Achieving democracy in secondary school science. A presentation at the annual conference of the *Canadian Society for the Study of Education*, St. Catharines, Ont., June, 1996.

1. Bencze, J.L. (2002). School science for citizen empowerment: Theoretical tools for subverting state-funded social engineering. A presentation at the Third Annual *Citizenship Education Forum of the Citizenship Education Research Network* (CERN), OISE/UT, University of Toronto, May 29, 2002.

Comparative & International Education Society

1. Sperling, E., & Bencze, J.L. (2009). Engaging students in active citizenship through the Ontario science curriculum in Canada. A paper presented at the annual conference of the *Comparative & International Education Society*, Charleston, SC, March 22-26, 2009.

Cultural Studies of Science Education

1. Bencze, J.L. (2014). Tensions in «Neoliberal ‘Borg’ <---> Academic Self» relationships: Dealing with ‘STEM sales.’ A presentation at the *Cultural Studies of Science Education Workshop*, University of Luxembourg, June 17-19, 2014.

Curriculum and Pedagogy Group

1. Ramjewan, N., Zoras, B., & Bencze, L. (2014). Fostering social responsibility through activist science education. A presentation at the annual conference of the *Curriculum and Pedagogy Group*, New Orleans, LA, Nov. 12-15, 2014.

European Education Research Association

1. Pedretti, E., Bencze, L., & Hewitt, J. (2005). *Physics teachers and the adoption of STSE perspectives through multi-media case methods*. Paper presented at the annual conference of the *European Science Education Research Association*, Barcelona, Spain, Aug. 28–Sept. 1, 2005.
2. Pedretti, E., Bencze, L., Goodnough, K., Di Giuseppe, M., Hodson, D., & Mylchreest, L. (2001). Science and Technology Education through Action Research (STAR): Building Enduring Professional Development Communities in a Milieu of Regulatory Curriculum Reform. A presentation at the annual conference of the *European Educational Research Association*, University Charles de Gaulle, Lille, France, September 5-8, 2001.

European Science Education Research Association

1. Bencze, L., & Krstovic, M. (2017). Visions of an ecojust dispositif challenging the neoliberal ‘Borg.’ A presentation at the semi-annual conference of the *European Science Education Research Association*, Aug. 21-25, Dublin, Ireland.
2. El Halwany, S., Bencze, L., Hassan, N., Milanovic, M., Schaffer, K., & Zouda, M. (2017). Exploring connections between a college instructor’s relationship to nature and his practices on socio-scientific issues: A life history approach. A presentation at the semi-annual conference of the *European Science Education Research Association*, Aug. 21-25, Dublin, Ireland.
3. Schaffer, K., Milanovic, M., El Halwany, S., Hassan, N., Zouda, M., & Bencze, L. (2017). Inertial tensions in promoting socio-political actions among future technoscience technicians. A presentation at the semi-annual conference of the *European Science Education Research Association*, Aug. 21-25, Dublin, Ireland.
4. Zouda, M., El Halwany, S., Milanovic, M., & Bencze, L. (2017). Addressing socioscientific issues through STEM education: The case of STEM coaches. A presentation at the semi-annual conference of the *European Science Education Research Association*, Aug. 21-25, Dublin, Ireland.
5. Bencze, L., & Krstovic, M. (2015). Science students’ ethical technology designs as solutions to socio-scientific problems. A symposium presentation at the semi-annual conference of the *European Science Education Research Association*, Helsinki, Finland, Aug. 31 - Sept. 1, 2015.
6. Bencze, L., & Pouliot, C. (2015). Activist dispositifs for STEM education promoting social justice and environmental sustainability. A symposium presentation at the semi-annual conference of the *European Science Education Research Association*, Helsinki, Finland, Aug. 31 - Sept. 1, 2015.
7. El Halwany, Zouda, M., Pouliot, C., & Bencze, L. (2015). Developing student-teachers’ confidence, motivation and expertise through research-informed activism on STSE issues. A symposium presentation at the semi-annual conference of the *European Science Education Research Association*, Helsinki, Finland, Aug. 31 - Sept. 1, 2015.
8. Bencze, J.L., Carter, L., & Krstovic, M. (2013). Science (Education) for/against consumerist societies. A symposium presentation at the semi-annual conference of the *European Science Education Research Association*, Nicosia, Cyprus, Sept. 2-7, 2013.
9. Bencze, L., & Krstovic, M. (2013). Science teaching against the grain for the social good: The story of an educational entrepreneur. A symposium presentation at the semi-annual conference of the *European Science Education Research Association*, Nicosia, Cyprus, Sept. 2-7, 2013.
10. Bencze, J.L., Carter, L., & Sperling, E. (2011). Beyond argumentation in SSI education: Student-teachers’ research-informed socioscientific activism. A symposium presentation at the semi-annual conference of the *European Science Education Research Association*, Lyon, France, Sept. 5-9, 2011.
11. Carter, L., Bencze, J.L., & Clarkson, P. (2011). Globalization and science education: Elaborating the underlying ideologies and questions. A symposium presentation at the semi-annual conference of the *European Science Education Research Association*, Lyon, France, Sept. 5-9, 2011.
12. Bencze, J.L., Bowen, G.M., & DiGiuseppe, M. (2009). Scientists’ tendencies to educate others about problematic aspects of business-science partnerships. A paper presented at the semi-annual conference of the *European Science Education Association*, Istanbul, Turkey, Aug. 31 - Sept. 4, 2009.
13. Bencze, J.L., Bowen, G.M., & Park, H. (2009). Promoting action to address social & environmental problems: Motivation from student-teachers’ science projects. A paper presented at the semi-annual conference of the *European Science Education Association*, Istanbul, Turkey, Aug. 31 - Sept. 4, 2009.

Limerick Symposium on Nature of Science in Science Education

CURRICULUM VITAE FOR JOHN LAWRENCE BENCZE (Updated June 2018) ... 14 OF 21

1. Bencze, L., & Krstovic, M. (2016). Benefits from students' reflections on and applications of the nature of research and actions to address socio-scientific problems. A presentation at the *Limerick Symposium on the Nature of Science*, Limerick, Ireland, Oct. 26-28, 2016.
2. El Halwany, S., & Bencze, L. (2016). Towards understanding influences of 'networked' views of socio-scientific issues on pre-service teachers' NOS positions. A presentation at the *Limerick Symposium on the Nature of Science*, Limerick, Ireland, Oct. 26-28, 2016.

International History, Philosophy & Science Teaching Group

1. Bencze, L., & Alsop, S. (2009). Towards communitarian science education: Epistemological & ethical arguments. A presentation at the semi-annual conference of the *International History, Philosophy and Science Teaching Group*, South Bend, IN, June 24-29, 2009.
2. Bencze, J.L., Bowen, G.M., & DiGiuseppe, M. (2007). Scientists, profit & public enlightenment. A presentation at the semi-annual conference of the *International History & Philosophy for Science Teaching Group*, Calgary, AB, June 24-28, 2007.
3. Pedretti, E., Bencze, L., Hewitt, J., Jivraj, A., & Romkey, L. (2007). Promoting issues-based STSE perspectives in science teacher education: Problems of identity and ideology. A presentation at the semi-annual conference of the *International History & Philosophy for Science Teaching Group*, Calgary, AB, June 24-28, 2007.
4. Bencze, L., Alsop, S., & Hazzard, K. (2005). Influences of the profit motive on the nature of science: Ethical and methodological compromises requiring attention. A presentation at the semi-annual conference of the *International History & Philosophy of Science Teaching Group*, Leeds, UK, July 15-18, 2005.
5. Bencze, J.L., Bowen, G.M., & Alsop, S. (2003). Science teachers' philosophical antecedents for variations in control of student knowledge building. A presentation at the *7th International History, Philosophy & Science Teaching Conference*, July 30 - Aug. 3, 2003, University of Winnipeg, Winnipeg, Manitoba.
6. Bowen, G.M., & Bencze, J.L. (2003). The atheoretical nature of inquiry projects conducted by pre-service secondary science teachers. A presentation at the *7th International History, Philosophy & Science Teaching Conference*, July 30 - Aug. 3, 2003, University of Winnipeg, Winnipeg, Manitoba.
7. Bencze, J.L., & Bowen, G.M. (2001). Science-specialist student teachers' transformation through scientific praxis: Naturalistic science and liberatory pedagogy. A presentation at the sixth meeting of the *International History, Philosophy, & Science Teaching Conference*, Nov. 7-11, 2001, Denver, CO.
8. Bowen, G.M., & Bencze, J.L. (2001). Gaining competency in 'applied' aspects of science research: Pre-service teachers' engagement in prolonged research projects. A presentation at the sixth meeting of the *International History, Philosophy, & Science Teaching Conference*, Nov. 7-11, 2001, Denver, CO.

International Organization for Science & Technology Education

1. Bencze, J.L. (accepted). EcoJust STEM Education to counter hyper-capitalist contexts of meaning and being. A presentation at the semi-annual conference of the *International Organization for Science & Technology Education*, Malmö, Sweden, Aug. 13-17, 2018.
2. Bencze, L., & Pouliot, C. (accepted). Promises and perils of active citizenship in/through science education. A presentation at the semi-annual conference of the *International Organization for Science & Technology Education*, Malmö, Sweden, Aug. 13-17, 2018.
3. Colucci-Gray, L., Sjöström, J., Alsop, S., Areljung, S., Barbiero, G., Bencze, L., Fooladi, E., Gray, D., Hetherington, L., Lee, H., Levinson, R., & Sinnes, A. (accepted). Science and Technology Education in response to global, socio-environmental challenges. A presentation at the semi-annual conference of the *International Organization for Science & Technology Education*, Malmö, Sweden, Aug. 13-17, 2018.
4. El Halwany, S., Bencze, L., Hassan, N., Schaffer, K., Milanovic, M., & Zouda, M. (accepted). Embodying practice: A college instructor's life history in relation to his practices on STSE issues. A presentation at the semi-annual conference of the *International Organization for Science & Technology Education*, Malmö, Sweden, Aug. 13-17, 2018.
5. Zouda, M., El Halwany, S., Milanovic, M., Schaffer, K., & Bencze, L. (accepted). Addressing issues of equity and inclusivity through activist science education. A presentation at the semi-annual conference of the *International Organization for Science & Technology Education*, Malmö, Sweden, Aug. 13-17, 2018.
6. Zouda, M., Nishizawa, T., & Bencze, L. (2016). Empowering students' activism on socioscientific issues: Decisions on forms of actions. A presentation at the annual conference of the *International Organization for Science & Technology Education*, Braga, Portugal, July 11-16, 2016.

International Technology and Engineering Educators Association

1. Wilkinson, T., & Bencze, L. (2011). With head, hand, and heart: Children address ethical issues of design in technology education. A presentation at the annual conference of the *International Technology and Engineering Educators Association*, July 1-5, 2011, London, UK.

National Association for Research in Science Teaching

1. Bencze, L. (2018). Critical and activist science education. A symposium presentation at the annual conference of the *National Association for Research in Science Teaching*, Atlanta, GA, March 10-13, 2018.
2. Bowen, G.M., Good, K.P., & Bencze, J.L. (2018). The non/canonical nature of science fair project titles and the relationship to prize winning. A presentation at the annual conference of the *National Association for Research in Science Teaching*, Atlanta, GA, March 10-13, 2018.
3. Bencze, L., & Carter, L. (2017). Local and global socio-political imperatives for science education. A presentation at the annual conference of the *National Association for Research in Science Teaching*, San Antonio, TX, Apr. 22-25, 2017. [invited]
4. Bencze, L., & Krstovic, M. (2017). An activist science teacher 'teaching against the grain': Tensions and possibilities. A presentation in the Symposium, *Promoting Student-led Research-informed Socio-political Actions on Socio-scientific Problems: Inter/Trans-*

- national Perspectives*. A presentation at the annual conference of the *National Association for Research in Science Teaching*, San Antonio, TX, Apr. 22-25, 2017.
5. Bencze, L., & Krstovic, M. (2017). Influences of science students' epistemic reflections on their socio-political actions. A presentation at the annual conference of the *National Association for Research in Science Teaching*, San Antonio, TX, Apr. 22-25, 2017.
 6. Bencze, L., Reiss, M., Sharma, A., & Weinstein, M. (2017). STEM Education as 'Trojan Horse': Deconstructed and reinvented for all. A presentation in the Symposium, *Thirteen Questions in Science Education*. A presentation at the annual conference of the *National Association for Research in Science Teaching*, San Antonio, TX, Apr. 22-25, 2017. [invited]
 7. El Halwany, S., Milanovic, M., Krstovic, M., Zouda, M., & Bencze, L. (2017). Connections between emotions and teacher practice: Implementing an unconventional pedagogy on climate change. A presentation at the annual conference of the *National Association for Research in Science Teaching*, San Antonio, TX, Apr. 22-25, 2017.
 8. El Halwany, S., Zouda, M., Pouliot, C., & Bencze, L. (2016). Using actor network theory to critically teach about socio-scientific issues: A multi-layered pedagogy. A presentation at the annual conference of the *National Association for Research in Science Teaching*, Baltimore, MD, April 14-17, 2016.
 9. Zouda, M., Nishizawa, T., & Bencze, L. (2016). Students developing agencies for socio-political activism through critical reflective practices. A presentation at the annual conference of the *National Association for Research in Science Teaching*, Baltimore, MD, April 14-17, 2016.
 10. Bencze, L. (2015). Tensions in a «Neoliberal 'Borg' <----> Academic Self» Relationship: Dealing with 'STEM Sales.' A symposium presentation at the annual conference of the *National Association for Research in Science Teaching*, Chicago, IL, April 11-14, 2015.
 11. Bencze, L., & Krstovic, M. (2015). Science students' conscientious technology designs to address socioscientific issues. A presentation at the annual conference of the *National Association for Research in Science Teaching*, Chicago, IL, April 11-14, 2015.
 12. Zouda, M., Nishizawa, T., & Bencze, L. (2015). Acting for the common good: Incorporating real life scenarios in science education: Lessons from Venezuela. A presentation at the annual conference of the *National Association for Research in Science Teaching*, Chicago, IL, April 11-14, 2015.
 13. Bencze, J.L. (2013). Consumerism, science/education and gatedness (Related Paper set, entitled Science education for/against 'gated communities,' with S. Alsop, L. Carter & M. Weinstein). A presentation at the annual conference of the *National Association for Research in Science Teaching*, Rio Grande, Puerto Rico, April 6-9, 2013.
 14. Bencze, J.L., & Krstovic, M. (2013). Epistemic contributions to students' autonomous socioscientific actions. A presentation at the annual conference of the *National Association for Research in Science Teaching*, Rio Grande, Puerto Rico, April 6-9, 2013.
 15. Hoeg, D., & Bencze, J.L. (2013). Conflict negotiation: Pre-service teachers' attempts to implement research-based activism during practicum. A presentation at the annual conference of the *National Association for Research in Science Teaching*, Rio Grande, Puerto Rico, April 6-9, 2013.
 16. Bazzul, J., & Bencze, J.L. (2012). Global capitalism and neoliberal ideology in science education: Towards fundamental change. A presentation at the annual conference of the *National Association for Research in Science Teaching*, Indianapolis, IN, March 25-28, 2012.
 17. Bencze, J.L., Bowen, G.M., Chen, S., Ritchie, A., & Sperling, E. (2012). Community youth as socioscientific activists: Visions for school science reform. A presentation at the annual conference of the *National Association for Research in Science Teaching*, Indianapolis, IN, March 25-28, 2012.
 18. Bencze, J.L., & Carter, L. (2012). Globalizing students acting for the common good (JRST Symposium). A presentation at the annual conference of the *National Association for Research in Science Teaching*, Indianapolis, IN, March 25-28, 2012.
 19. Bencze, J.L., & Lemelin, N. (2012). Children of elite advocating for disadvantaged others: Factors influencing their actions on socioscientific issues. A presentation at the annual conference of the *National Association for Research in Science Teaching*, Indianapolis, IN, March 25-28, 2012.
 20. Bowen, G.M., Bencze, J.L., & Fraser, D. (2012). Children in science fairs: Interviews with parents. A presentation at the annual conference of the *National Association for Research in Science Teaching*, Indianapolis, IN, March 25-28, 2012.
 21. Bencze, J.L., & Sperling, E. (2011). Student-teachers' evidence-based actions on socioscientific issues: Primary vs. secondary research influences. A presentation at the annual conference of the *National Association for Research in Science Teaching*, Orlando, FL, April 3-6, 2011.
 22. Bencze, L., Alsop, S., & Sperling, E. (2011). Towards critical and emancipatory science and technology education: A theoretical framework. A presentation at the annual conference of the *National Association for Research in Science Teaching*, Orlando, FL, April 3-6, 2011.
 23. Bencze, J.L., Sperling, E., Bent, M., & Alsop, S. (2010). Students acting on socioscientific issues: Motivation from their science inquiries. A presentation at the annual conference of the *National Association for Research in Science Teaching*, March 20-24, Philadelphia, PA.
 24. Bencze, J.L., Bowen, G.M., & Carter, L. (2010). Student-teachers promoting actions on socioscientific issues: Impetus from their science inquiries. A presentation at the annual conference of the *National Association for Research in Science Teaching*, March 20-24, Philadelphia, PA.
 25. Bazzul, J., & Bencze, L. (2010). Using Popper's 3-Worlds to situate metascientific (NOS) knowledge. A presentation at the annual conference of the *National Association for Research in Science Teaching*, March 20-24, Philadelphia, PA.
 26. Bencze, J.L., & Alsop, S. (2009). Epistemic responsibility as/for eco-justice education. A presentation as part of an invited symposium discussion, 'Eco-justice in and through science education: A community discussion.' An invited paper to be presented at the annual conference of the *National Association for Research in Science Teaching*, Garden Grove, CA, April 17-21, 2009.
 27. Bencze, J.L., Bowen, G.M., & Arsenault, N. (2009). Judging [at] a science fair: Dilemmas for judges and organizers. A presentation at the annual conference of the *National Association for Research in Science Teaching*, Garden Grove, CA, April 17-21, 2009.

28. Arsenault, N., Bowen, G.M., Bencze, J.L., & Tucker, B. (2008). A cultural-historical activity theory perspective on science outreach programs. A presentation at the annual conference of the *National Association for Research in Science Teaching*, Baltimore, MD, March 30 - April 2, 2008.
29. Bencze, L., Alsop, S., Sperling, E., Nazir, J., & DiGiuseppe, M. (2008). Science teachers' motivation for encouraging students to promote individual, social & environmental wellbeing. A presentation at the annual conference of the *National Association for Research in Science Teaching*, Baltimore, MD, March 30 - April 2, 2008.
30. Bencze, J.L., Bowen, G.M., DiGiuseppe, M., & Kanisek, M. (2008). Scientists, profit-driven science, and school science. A presentation at the annual conference of the *National Association for Research in Science Teaching*, Baltimore, MD, March 30 - April 2, 2008.
31. Bowen, G.M., Bencze, J.L., Arsenault, N., & Sampson, E. (2008). Understanding science (fairs) in the news media. A presentation at the annual conference of the *National Association for Research in Science Teaching*, Baltimore, MD, March 30 - April 2, 2008.
32. Decoito, I., Pedretti, E., DiGiuseppe, M., Bencze, L., Hodson, D., & Mylchreest, L. (2008). The role of administration in supporting action research. A presentation at the annual conference of the *National Association for Research in Science Teaching*, Baltimore, MD, March 30 - April 2, 2008.
33. Bencze, L. & Alsop, S. (2006). Teachers' and student-teachers' tendencies to teach students about profit-driven science. A paper presented at the annual conference of the *National Association for Research in Science Teaching*, San Francisco, California, April 3-6, 2006.
34. Bencze, J.L., & Bowen, G.M. (2006). A national science fair as privileged, promotional and preferential. A paper presented at the annual conference of the *National Association for Research in Science Teaching*, San Francisco, California, April 3-6, 2006.
35. Bencze, L., Hewitt, J., Pedretti, E., Wallace, J., Bellomo, K., & Philip, D. (2006). Student-teachers' tendencies to conceal their preferences when teaching contradictory views about science. A paper presented at the annual conference of the *National Association for Research in Science Teaching*, San Francisco, California, April 3-6, 2006.
36. Bowen, M., & Bencze, L. (2006). Canonical practice? Use of inscriptions, data & rhetoric in national science fair projects. A paper presented at the annual conference of the *National Association for Research in Science Teaching*, San Francisco, California, April 3-6, 2006.
37. Pedretti, E., Bencze, L., Hewitt, J., Romkey, L., & Sharkawy, A. (2006). Becoming a physics teacher: Learning about STSE education through a multi-media case method. A paper presented at the annual conference of the *National Association for Research in Science Teaching*, San Francisco, California, April 3-6, 2006.
38. Bencze, L., Di Giuseppe, M., & M. Bowen (2005). Science project central: Web-mediated promotion of personal and community-based lifelong learning. A paper presented at the annual conference of the *National Association for Research in Science Teaching*, Dallas, TX, USA, April 4-7, 2005.
39. Bowen, G., Graham, A. & Bencze, J. (2005). Engaging pre-service science teachers in a long-term inquiry activity: Making sense of their investigatory practices and the role of science theory, inscriptions, & argumentation. A paper presented at the annual conference of the *National Association for Research in Science Teaching*, Dallas, TX, USA, April 4-7, 2005.
40. Bencze, J.L., & Bowen, G.M. (2004). Contextualized counter-culture practice teaching: Legitimizing realistic scientific inquiry. A symposium presentation at the annual conference of the *National Association for Research in Science Teaching*, April 1-4, 2004, Vancouver, BC. Symposium Title: Continuing Professional Development (CPD) for inquiry: International perspectives. Presenters: A. Hofstein, R. Watson, L. Bencze, O. de Jong, A. Harrison, R. Mamlok-Naaman, & J. Song.
41. Bowen, G.M., Bencze, J.L., & Roth, W.-M. (2004). Enhancing graph interpretation competency using long-term independent inquiry projects in pre-service science teacher education. A paper presented at the annual conference of the *National Association for Research in Science Teaching*, Vancouver, BC, April 1-4, 2004.
42. Hewitt, J., Pedretti, E., Bencze, L., Jiwani, A., & van Oostveen, R. (2004). Contextualizing and promoting Science, Technology, Society and Environment (STSE) perspectives through multi-media case methods in science teacher education. A paper presented at the annual conference of the *National Association for Research in Science Teaching*, Vancouver, BC, April 1-4, 2004.
43. Bencze, J.L., Hewitt, J., Pedretti, E., & Bowen, M. (2003). Bringing more contextualization to case methods in university-based science teacher education. A paper presented at the annual conference of the *National Association for Research in Science Teaching*, Philadelphia, Pennsylvania, March 23-26, 2003.
44. Bencze, J.L., & Bowen, G.M. (2002). Science teacher education for student enlightenment and empowerment: Interwoven procedural and pedagogic apprenticeships. A paper presented at the annual conference of the *National Association for Research in Science Teaching*, New Orleans, Louisiana, April 7-10, 2002.
45. Bowen, G.M., & Bencze, J.L. (2002). Engaging student teachers with long-term science inquiry projects: Improving science skill competencies. A paper presented at the annual conference of the *National Association for Research in Science Teaching*, New Orleans, Louisiana, April 7-10, 2002.
46. Hewitt, J., Pedretti, E., & Bencze, L. (2002). Interacting with multimedia cases: An innovative approach to science teacher preparation. A paper presented at the annual conference of the *National Association for Research in Science Teaching*, New Orleans, Louisiana, April 7-10, 2002.
47. Pedretti, E., Di Giuseppe, M., Bencze, L., De Coito, I., Hodson, D., & Mylchreest, L. (2002). Enhancing STSE education through action research. A paper presented at the annual conference of the *National Association for Research in Science Teaching*, New Orleans, LA, April 7-10, 2002.
48. Pedretti, E., Bencze, L., Goodnough, K., Hodson, D., Di Giuseppe, M., & Mylchreest, L. (2001). Science and Technology Education through Action Research (STAR): Power, professionalism and personalization. A paper presented at the annual meeting of the *National Association for Research in Science Teaching*, St. Louis, Missouri, March 28, 2001.
49. Di Giuseppe, M., Bencze, L., Pedretti, E., Hodson, D., & Mylchreest, L. (2001). Developing Assessment Tools for Improving the Quality of Student Performance. A presentation at the annual meeting of the *National Association for Research in Science Teaching*, St. Louis, Missouri, March 27, 2001.

50. Elshof, L., & Bencze, L. (2001). Arctic Science in Urban School Science: A window into another world. A presentation at the annual meeting of the *National Association for Research in Science Teaching*, St. Louis, Missouri, March 27, 2001.
51. Bencze, L., & Di Giuseppe, M. (2001). 'Self-directed' learning: Immiscible with school science? A presentation at the annual meeting of the *National Association for Research in Science Teaching*, St. Louis, Missouri, March 26, 2001.
52. Bencze, J.L. (2000). Action research in science education by a language & dramatic arts specialist: A teacher draws from her areas of strength for a framework for science education. A presentation at the annual meeting of the *National Association for Science Teaching*, New Orleans, LA, April 28, 2000.

Ontario Institute for Studies in Education of the University of Toronto

1. El Halwany, S., Bencze, L., Hassan, N., Schaffer, K., Milanovic, M., & Zouda, M. (2018). Embodying practice: A college instructor's life history and his practices on STSE issues. A presentation at the annual Graduate Student Research Conference, *OISE, University of Toronto*, Toronto, ON, April 20-21, 2018.
2. Sperling, E., & Bencze, J.L. (2012). Nourishment starts in the kitchen: Exploring youth activism through food security. A presentation at the dean's graduate student research conference, *OISE, Toronto*, ON, March 22-23, 2012.
3. Sperling, E., & Bencze, J. L. (2009). Action/Science: Intersecting science education with citizenship within the classroom. A presentation at the dean's graduate student research conference, *OISE, Toronto*, ON, March 6-7, 2009.
4. Bencze, J.L. (2008). Towards a just science education: Seeing students as communitarians. A paper presented at the special conference of the *Transformative Learning Centre*, *OISE, Toronto*, Oct. 16-18, 2008.
5. Pedretti, E., Bencze, L., & Hewitt, J. (2005). The promise and problems of multi-media case methods in teacher education. A paper presented at the conference, *Teacher Education for the Schools We Need*, May 13-14, 2005, *OISE/UT, Toronto*.

Science Educators for Equity, Diversity & Social Justice

1. Bencze, L., & Pouliot, C. (2018). Science students' network-informed power analyses and socio-political actions. A presentation at the annual conference of *Science Educators for Equity, Diversity and Social Justice*, Davis, CA, Jan. 12-14, 2018.
2. Schaffer, K., Milanovic, M., El Halwany, S., Hassan, N., Zouda, M. & Bencze, L. (2018). Promoting socio-political actions for social and ecological justice among future technoscience technicians. A presentation at the annual conference of *Science Educators for Equity, Diversity and Social Justice*, Davis, CA, Jan. 12-14, 2018.

Science and Technology Studies (York University) and Institute for the History and Philosophy of Science & Technology (University of Toronto)

1. El Halwany, S., Bencze, L., Hassan, N., Schaffer, K., Milanovic, M., & Zouda, M. (2018). Re-encountering lives and nature: a re-turn onto our epistemological approaches to life history research. A presentation at the annual graduate student Binocular conference, co-hosted by the Dept. of Science and Technology Studies (STS), York University, and the Institute for the History and Philosophy of Science and Technology (IHPST), University of Toronto, Toronto, ON, May 18-19, 2018.

Self-Study of Teacher Education Practices

1. Bencze, J.L., & Bowen, G.M. (2002). Striving for student self-determination in school science: Promise through student-teachers' procedural and pedagogical reconstructions. A presentation at the fourth international conference on *Self-study of Teacher Education Practices*, sponsored by the Self-Study of Teacher Practices SIG of the American Educational Research Association, August 4-8, 2002, Herstmonceux Castle, East Sussex, England.
2. Bencze, L., Hewitt, J., & Pedretti, E. (2002). The Niche Concept In Curriculum And Professional Development In Science Teacher Education: Collaboration Or Individualization? A presentation at the fourth international conference on *Self-study of Teacher Education Practices*, sponsored by the Self-Study of Teacher Practices SIG of the American Educational Research Association, August 4-8, 2002, Herstmonceux Castle, East Sussex, England.

Society for Social Studies of Science

1. Bencze, J.L. (accepted). Tensions and possibilities for an 'engaged' STS programme in science education. A presentation with the 'Open Panel' (symposium), *Science and technology studies and science education: 'High' vs. 'low' church tensions*. A presentation at the annual conference of the *Society for the Social Studies of Science*, Sydney, Australia, Aug. 29 - Sept. 1, 2018.
2. Bencze, L., & Carter, L. (2017). STEM education in right-wing populist contexts. A presentation in the 'open panel' symposium, *STEM education within the matrix of conservative restoration and neoliberal retrenchment*. A presentation at the semi-annual conference of the *Society for the Social Studies of Science*, Boston, MA, Aug. 30 - Sept. 2, 2017.
3. Bencze, L., & Pouliot, C. (2015). Activist dispositifs for/through STEM education. A presentation at the annual conference of the *Society for Social Studies of Science*, Denver, CO Nov. 11-15, 2015.

York University and University of Toronto Binocular Conference

1. El Halwany, S., Bencze, L., Hassan, N., Schaffer, K., Milanovic, M., & Zouda, M. (accepted). Re-encountering lives and nature: A return onto our epistemological approaches to life history research. A presentation at the annual Binocular graduate student conference, *Dept. of Science and Technology Studies (STS), York University, and the Institute for the History and Philosophy of Science and Technology (IHPST), University of Toronto*, Toronto, ON, May 18-19, 2018.

NON-REFEREED PUBLICATIONS

NON-REFEREED BOOKS

1. Milanovic, M., El Halwany, S., Schaffer, K., Zouda, M., & Bencze, L. (eds.) (in preparation). *Critical and activist science education*. TBA. [open-source, non-refereed]
2. Pouliot, C., & Bencze, L. (in preparation). *Handbook of citizen activism*. TBA. [open-source, non-refereed]

NON-REFEREED EDITED BOOKS

1. Hodson, D., Bencze, L., Nyhof-Young, J. Pedretti, E., & Elshof, L. (eds.) (2002). *Changing Science Education Through Action Research: Some Experiences from the Field*. Toronto: Imperial Oil Centre for Studies in Science, Mathematics and Technology Education, OISE/UT, in association with University of Toronto Press.
2. El Halwany, S., Milanovic, M., Schaffer, K., Zouda, M., & Bencze, L. (eds.) (in preparation). *Critical and activist science education*. TBA.

NON-REFEREED BOOK CHAPTERS

1. Bencze, J.L., Corry, A., van Oostveen, R., & Ayyavoo, G. (1995). Science and invention. In B. Ritter, A. J. Hirsch, D. Plumb, E. Worrall, T. Gibb, & D. A. Roberts (Authors), *Nelson Science 9* (pp. 18-41). Toronto: Nelson Canada.
2. Bencze, J.L., Corry, A., van Oostveen, R., & Ayyavoo, G. (1995). Skills handbook. In B. Ritter, A. J. Hirsch, D. Plumb, E. Worrall, T. Gibb, & D.A. Roberts (Authors), *Nelson Science 9* (pp. 502-525). Toronto: Nelson Canada.
3. Bencze, L. (2004). Imagine an enlightening and empowering science and technology education. In K. Leithwood, P. McAdie, N. Bascia & A. Rodrigue (Eds.), *Teaching for depth: Toward the Ontario curriculum that we need* (pp. 40-47). Toronto: OISE/UT & Elementary Teachers' Federation of Ontario.
4. Bencze, J.L. (2002). Pre-service elementary teachers' receding phobia towards student determined knowledge building: Epistemological, methodological and ontological considerations. In D. Hodson (Ed.), *OISE Papers in STSE Education 3* (pp. 231-255). Toronto: University of Toronto Press.
5. Bencze, L. (2002). Chapter 6: Empowering students via authentic science: Changing views about practical work through action research. In D. Hodson, with L. Bencze, J. Nyhof-Young, E. Pedretti & L. Elshof. *Changing Science Education Through Action Research: Some Experiences from the Field* (pp. 111-141). Toronto: Imperial Oil Centre for Studies in Science, Mathematics and Technology Education, OISE/UT, in association with University of Toronto Press.
6. Bencze, L., Hodson, D., Nyhof-Young, J., & Pedretti, E. (2002). Chapter 10: Towards better science: What we learned about science education through action research. In D. Hodson, with L. Bencze, J. Nyhof-Young, E. Pedretti & L. Elshof. *Changing Science Education Through Action Research: Some Experiences from the Field* (pp. 233-270). Toronto: Imperial Oil Centre for Studies in Science, Mathematics and Technology Education, OISE/UT, in association with University of Toronto Press.
7. Bencze, L., Hodson, D., Nyhof-Young, J., & Pedretti, E. (2002). Chapter 11: Win some, lose some: Learning about action research in science education. In D. Hodson, with L. Bencze, J. Nyhof-Young, E. Pedretti & L. Elshof. *Changing Science Education Through Action Research: Some Experiences from the Field* (pp. 271-310). Toronto: Imperial Oil Centre for Studies in Science, Mathematics and Technology Education, OISE/UT, in association with University of Toronto Press.
8. Bencze, L., Hodson, D., Nyhof-Young, J., & Pedretti, E. (2002). Chapter 12: Some guidelines for action researchers. In D. Hodson, with L. Bencze, J. Nyhof-Young, E. Pedretti & L. Elshof. *Changing Science Education Through Action Research: Some Experiences from the Field* (pp. 311-340). Toronto: Imperial Oil Centre for Studies in Science, Mathematics and Technology Education, OISE/UT, in association with University of Toronto Press.
9. van Oostveen, R., Ayyavoo, G., Bencze, J.L., & Corry, A. (2002). Correlational studies in school science: Beyond experimentation. In D. Hodson (Ed.), *OISE Papers in STSE Education 3* (pp. 221-231). Toronto: University of Toronto Press.
10. Bencze, J.L. (2001). Assessing Students' Science & Invention Projects: Considerations for stages of apprenticeship. In D. Hodson (Ed.), *OISE Papers in STSE Education 2* (pp. 123-138). Toronto: University of Toronto Press.
11. Bencze, J.L. (2000). Empowering constructivist school science: Promoting self-actualization and democracy. In D. Hodson (Ed.), *OISE Papers in STSE Education 1* (pp. 111-129). Toronto: University of Toronto Press.
12. van Oostveen, R., Corry, A., Bencze, L., & Ayyavoo, G. (2000). Teaching a combined science-technology curriculum. In D. Hodson (Ed.), *OISE Papers in STSE Education 1* (pp. 145-159). Toronto: UofT Press.

NON-REFEREED ARTICLES

1. Bencze, L., & Pouliot, C. (2016). Battle of the bands: Toxic dust, active citizenship and science education. *Journal for Activist Science & Technology Education*, 7(1), 1-21.
2. Lemelin, N., & Bencze, L. (2014). Creating a student-driven museum workshop. *Ontario Education Research Exchange, Knowledge Network for Applied Education Research, 2014*, 1-4.
3. Krstovic, M., & Bencze, J.L. (2012). The use of correlational studies to encourage activism in science. *Crucible*, 43(4), Online at: <http://www.stao.ca>
4. Krstovic, M., & Bencze, J.L. (2012). Using a 'card exchange game' to help students explore STSE issues. *Crucible*, 43(3), Online at: <http://www.stao.ca>
5. Alsop, S., Bencze, L., & Houwer, R. (2011). Editorial: In response to global warming and climate change. *Journal for Activist Science & Technology Education*, 3(1), i-viii. Online at: <http://www.wepaste.org/jaste3.1.html>
6. Bencze, J.L. (2011). Science education as/for consumerism. *Journal for Activist Science & Technology Education*, 3(2), 44-51.
7. Bencze, J. L. (2011). Students taking a stance on STSE issues. *Crucible*, 42(3); Online at: <http://www.stao.ca>.

8. Carver, K., Sperling, E. R., & Bencze, J. L. (2011). Preparing students for self-led research-informed social actions to address STSE issues. *Crucible*, 42(4), Online at: <http://www.stao.ca>.
9. Hoeg, D., & Bencze, J.L. (2011). Curriculum and creativity: One teacher's story of including science content in STSE-activism education. *Crucible*, 42(5), Available online at: <http://www.stao.ca>.
10. Way, E., Krantz, L., & Bencze, L. (2011). Guiding students through experiments that might inform their STSE actions. *Crucible*, 42(5), Available online at: <http://www.stao.ca>.
11. Bencze, L., & Alsop, S. (2010). Editors' introduction: Education, food justice & sustainability. *Journal for Activist Science & Technology Education*, 2(1), i-iii. Online at: <http://www.wepaste.org/jaste2.1.html>
12. Bencze, J.L., Alsop, S. (2009). Student-teachers' inquiry-based actions to address socioscientific issues. *Journal for Activist Science & Technology Education*, 1(2), 68-102. Online at: <http://www.wepaste.org/jaste1.2.html>
13. Bencze, J.L., & Alsop, S. (2009). Anti-capitalist/Pro-communitarian science & technology education. *Journal for Activist Science & Technology Education*, 1(1), 65-84. Online at: <http://www.wepaste.org/jaste1.1.html>
14. Bencze, J.L. (2005). Revolutionizing school science in the classroom. In C. Rolheiser (Ed.), *School-University Partnerships: Innovations in Teaching and Learning*. Toronto: Ontario Institute for Studies in Education.
15. Bencze, J.L. (2003). Subverting corporate-friendly science education in public schools. *Our Schools / Our Selves*, 12(4), 85-105.
16. Alsop, S., & Bencze, L. (2000). A tale of two scientists: Professional scientist/citizen scientist. *Orbit*, 31(3), 21-24.
17. Bencze, L. (2003). Public schooling as agent of corporate greed. *Sixteen tons*, 2, 7.
18. Bencze, L., & Hewitt, J. (2000). Links to the WWW for SMT educators. *Orbit*, 31(3), 36-37.
19. Bencze, J.L. (1999). Ontario's curriculum for Science & Technology, Grades 1-8: Why not let kids colour outside the lines? *Our Schools/Our Selves*, 9(6), 18-28.
20. Bencze, J.L. (1996). Let's have real common sense education. *Update*, 23(12), April 25, 1996.

OTHER

Professional Conference Presentations

1. El Halwany, S., Milanovic, M., Mitchell, K., Zouda, M., & Bencze, L. (2018). Connecting science classes with environmental organisations. A presentation/workshop at the annual Eureka! conference, *Toronto District School Board*, Toronto, ON, Feb. 16, 2018.
2. Milanovic, M., Zouda, M., Schaffer, K., Mitchell, K., El Halwany, S., & Bencze, L. (2018). Preparing students to undertake social action projects addressing STSE problems. A presentation/workshop at the annual Eureka! conference, *Toronto District School Board*, Toronto, ON, Feb. 16, 2018.
3. Zouda, M., Schaffer, K., Pouliot, C., Milanovic, M., El Halwany, S., & Bencze, L. (2018). The title of the presentation is: Using a graphic novel to teach about STSE problems. A presentation/workshop at the annual Eureka! conference, *Toronto District School Board*, Toronto, ON, Feb. 16, 2018.
4. Zoras, B., Romano, J., & Bencze, J.L. (2014). TDSB STEPWISE initiative: A Google Apps for Education action research study. A presentation at the *EdTechTeam, Ontario Summit Featuring Google for Education*, Eastwood Collegiate Institute, Kitchener, ON, April 6, 2014.
5. Krstovic, M., & Bencze, J.L. (2013). Developing students' character and social responsibility through issues-based and action-oriented STSE education. A presentation at the annual conference of the *Science Teachers' Association of Ontario*, Toronto, ON, Nov. 14-16, 2013.
6. Zoras, B., & Bencze, J.L. (2013). Using technology and social media to explore STSE issues. A presentation at the annual conference of the *Science Teachers' Association of Ontario*, Toronto, ON, Nov. 14-16, 2013.
7. Bencze, J.L., & Zoras, B. (2013). Students' research-informed actions on STSE issues. A presentation at the annual science teachers' conference ('EUREKA') of the *Toronto District School Board*, Toronto, ON, Feb. 15, 2013.
8. Krstovic, M., & Bencze, L. (2012). Students' personalized scientific studies motivating their actions on STSE issues. A presentation at the annual conference of the *Science Teachers' Association of Ontario*, Toronto, Nov. 15-17, 2012.
9. Bowen, G.M., & Bencze, J.L. (2012). Research into science fairs: Understanding and engaging the issues. A presentation at the annual conference of the *National Science Teachers Association*, March 29 - April 1, 2012, Indianapolis, IN.
10. Bowen, G.M., Bartley, A., MacDonald, L., & Bencze, J.L. (2010). Pre-service teacher data literacy: A Canadian perspective. A paper to be presented at the annual conference of the *National Science Teachers' Association*, Philadelphia, PA, March 18-21, 2010.
11. Sperling, E., Wilkinson, T., & Bencze, L. (2009). Implementing STSE: Helping kids to become activists. A presentation at the annual conference of the *Science Teachers' Association of Ontario*, Toronto, ON, Nov. 12-14, 2009.
12. Bencze, J.L. (2008). Science education for the people and the planet. A presentation at the annual conference of the *Science Teachers' Association of Ontario*, Toronto, ON, November, 13-15, 2008.
13. Bencze, J.L. (2007). 'Spending' cultural capital on people and the planet: Theory & practice. An invited paper presented at the international conference, The National Value of Science Education: New Insights and Shared Challenges, sponsored by *The Wellcome Trust*, UK, National Science Learning Centre, York, UK, September 17-18, 2007.
14. Bencze, L., Bhattacharya, J., & DiGiuseppe, M. (2007). WISE STSE in high-school science: Promoting well-being for individuals, societies and the environment through current case-studies. A presentation at the annual conference of *Science Teachers' Association of Ontario*, November 15-17, 2007, Toronto, ON.
15. Lim, B., & Bencze, L. (2007). STEPWISE (Science and Technology Education Promoting Well-being for Individuals, Societies and Environments) to sustainability. A presentation at the annual conference of Science Teachers' Association of Ontario, November 15-17, 2007, Toronto, ON.
16. Bencze, L. (2005). Science as non-fiction. A paper presented at the annual conference of the *Science Teachers' Association of Ontario*, Nov. 10-12, 2005, Toronto, ON.

17. Bencze, J.L. (2004). Let's Do Projects!: A web site for collaborative science projects. A paper presented at the annual conference of the *Science Teachers' Association of Ontario*, Toronto, ON, November 11 - 13, 2004.
18. Bencze, J.L., Bowen, G.M., & van Oostveen, R. (2003). Developing collaborative communities of student scientists and engineers using electronic tools in the Let's Do Projects! Web site. A presentation at the Delegates' Workshops of the *Canada-wide Science Fair*, May 14, 2003 Calgary, AB.
19. Bencze, L. (2001). Inquiry & Design: A model for integrating science & technology. Presentation at the annual conference of the *Science Teachers' Association of Ontario* (STAO), Toronto, Nov. 1-3, 2001.
20. Bencze, J.L. (2000). An apprenticeship for skills of inquiry, design & communication. A presentation at the annual conference of the *Science Teachers' Association of Ontario*, Toronto, Nov. 3, 2000.
21. Bencze, J.L. (2000). Assessing Skills of Inquiry, Design & Communication. A presentation at the *Assessment in Teacher Education* conference, OISE/UT, Toronto, May 8, 2000.
22. Bencze, J.L. (1999). Encouraging students to think about their own learning. A presentation at the annual meeting of the *Science Teacher's Association of Ontario*, November 6, 1999.
23. Bencze, J.L. (1999). Teacher-led Action Research and Publication. A presentation at the annual meeting of the *Science Teacher's Association of Ontario*, November 4, 1999.
24. van Oostveen, R., Bencze, L., Ayyavoo, G., & Corry, A. (1998). *Teaching a Combined Science/Technology Curriculum*. A presentation at the annual conference of the *Science Teachers' Association of Ontario*, Toronto, Ont., Nov., 1998.

Features in Refereed Journals

1. Bencze, L (2006). Newsround. *Canadian Journal of Science, Mathematics and Technology Education*, 6(4), 401-406
2. Bencze, L (2006). Newsround. *Canadian Journal of Science, Mathematics and Technology Education*, 6(3), 315-318.
3. Bencze, L (2005). Newsround. *Canadian Journal of Science, Mathematics and Technology Education*, 5(2), 109-114.

Workshops Conducted

1. Bencze, J.L. (2018). Critical and active citizenship through science education. A workshop for educators, *Homi Bhabha Centre for Science Education*, Mumbai, India, Jan. 9-10, 2018.
2. Bencze, J.L. (2016). Towards critical and activist citizenship. A consultation with educators and policy makers for science textbooks. *Mahatma Gandhi Institute of Education for Peace and Sustainable Development* (UNESCO). Bengaluru, India, June 28-30, 2016.
3. Bencze, J.L. (2014). Students' research-informed & negotiated actions to address critical socioscientific problems. A workshop for student-teachers, Trinity College Dublin, Dublin, Republic of Ireland, Nov. 11, 2014.
4. Bencze, J.L., Calabrese Barton, A., O'Neill, T., Sato, T., & Weinstein, M. (2012). Cultural perspectives on civic responsibility and youth activism. A panel-led workshop for the *CSSE (Cultural Studies of Science Education) Forum*, Indianapolis, IN, March 29, 2012.
5. Christensen, C., Heck, D., Paige, K., Bencze, L., Levinson, R., & Reiss, P. (2011). Socioscientific issues. A pre-conference workshop associated with the annual conference of the *Australasian Science Education Research Association*, Adelaide, SA, Australia, June 29, 2011.
6. Sperling, E.R., Bencze, J.L., & Young, J. (2011). Student-led, research-informed, STSE actions as a basis for school science. A workshop/presentation for the conference, *Breaking barriers: A conference exploring technology, diversity, equity, and social justice*, Faculty of Education, *University of Ontario Institute of Technology*, Feb. 18, 2011.
7. Bencze, J.L., Bent, M., & Nazir, J. (2009). Helping students to develop the skills, strategies, and habits of mind required for scientific inquiry and technological problem solving. A workshop conducted for science teachers. *Toronto Catholic District School Board*, Toronto, May 28, 2009.
8. Bencze, J.L. (2009). Science inquiry for the people and the planet. A workshop for pre-service Primary teachers, *Australian Catholic University*, Melbourne, Australia, April 29, 2009.
9. Bencze, J.L. (2008). *Science inquiry for the people and the planet*. An invited workshop at the Inquiry Science Workshop, National Institute of Education, *Nanyang Technological University*, Singapore, July 24-25, 2008.
10. Alsop, S., & Bencze, L. (2006). Data Analysis. PROMEB (Proyecto de Mejoramiento de la educacion basica): Diplomatura en educacion rural. Piura, Peru, August 9, 2006.
11. Alsop, S., & Bencze, L. (2006). Interviews. PROMEB (Proyecto de Mejoramiento de la educacion basica): Diplomatura en educacion rural. Piura, Peru, August 8, 2006.
12. Alsop, S., & Bencze, L. (2006). Community based action research: Pragmatics and possibilities. PROMEB (Proyecto de Mejoramiento de la educacion basica): Diplomatura en educacion rural. Piura, Peru, August 7, 2006.
13. Alsop, S., Bencze, L., & Pedretti, E. (2006). Analyzing Exemplary Science Teaching revisited. A workshop presentation for science teachers, Upper Canada College, Toronto, ON, Sept. 28, 2006.
14. Bencze, L. (2006). Being your own role model for improving teaching & learning. PROMEB (Proyecto de Mejoramiento de la educacion basica): Diplomatura en educacion rural. Piura, Peru, August 8, 2006.
15. Bencze, J.L., Bowen, G.M., & van Oostveen, R. (2003). Developing collaborative communities of student scientists and engineers using electronic tools on the *Let's Do Projects!* website. A teacher education workshop, *Canada-Wide Science Fair*, Calgary, AB, May 2003.

Seminars Conducted

1. Bencze, J.L. (2018). Inspiring students - and teachers - to pursue critical research and social actions to address harms linked to science & technology. A presentation to students engaged at the RiNA Project Symposium, *Peel District School Board*, June 6, 2018.

2. Bencze, J.L. (2016). Towards ecojust education. A seminar conducted for international science education research colleagues, *Mahatma Gandhi Institute of Education for Peace and Sustainable Development*, Online (Skype™), June 3, 2016.
3. Bencze, J.L., & Lemelin, N. (2011). Pipeline to power: Children influencing their powerful parents about social justice issues. A 'Brown-bag Lunch Discussion' presentation, *Centre for Science, Mathematics and Technology Education*, OISE, University of Toronto, Feb. 10, 2011.
4. Lemelin, N., & Bencze, L. (2011). Action research for social justice leads to student activism. A presentation at the annual conference of the *Canadian Independent Junior Heads Association* (a sub-group of the Canadian Accredited Independent Schools), Montreal: Lower Canada College, Montreal, Quebec, April 15, 2011.
5. Bencze, J.L. (2010). The tyranny of inquiry-based learning. A 'Brown-bag Lunch Discussion' presentation, SMT, OISE, University of Toronto, March 11, 2010.
6. Bencze, J.L. (2009). Promoting 'WISE' actions. A presentation at a monthly meeting of the *Education Alliance for a Sustainable Ontario*, OISE, University of Toronto, Nov. 25, 2010.
7. Bencze, J.L. (2009). Promoting 'WISE' use of science literacy. A 'Brown-bag Lunch Discussion' presentation, SMT, OISE, University of Toronto, Feb. 11, 2009.
8. Bencze, J.L. (2008). Spending cultural capital on people and the planet. A 'Brown-bag Lunch Discussion Series' presentation. *Centre for Science, Mathematics and Technology Education*, OISE, Jan. 30, 2008.
9. Bencze, J.L. (2007). Promoting 'STEPWISE': A framework for altruistic science education. A 'Brown-bag Lunch Discussion Series' presentation. *Centre for Science, Mathematics and Technology Education*, OISE, Jan. 16, 2007.
10. Bencze, L. (2003). Influences of teachers' NoS perspectives on students' knowledge building. A presentation for the annual seminar series of the *Imperial Oil Centre for Studies in Science, Mathematics and Technology Education*, OISE/UT, University of Toronto, Oct. 28, 2003.
11. Bencze, L., Bowen, M., & Alsop, S. (2003). Influences of Teachers' NoS Perspectives on Students' Knowledge Building. A presentation for the annual seminar series of the *Imperial Oil Centre for Studies in Science, Mathematics and Technology Education*, OISE/UT, University of Toronto, Oct. 28, 2003.
12. Bencze, L., & Bowen, M. (2003). Escaping Plato's Cave: Promoting student theorizing through science teacher education. A presentation for the annual seminar series of the *Imperial Oil Centre for Studies in Science, Mathematics and Technology Education*, OISE/UT, University of Toronto, Feb. 27, 2003.
13. Bencze, L., & Bowen, L. (2003). Towards legitimate central participation in science: Promoting student theorizing through science teacher education. A presentation for the annual seminar series of the *Imperial Oil Centre for Studies in Science, Mathematics and Technology Education*, OISE/UT, University of Toronto, Feb. 14, 2003.
14. Elshof, L. & Bencze, L. (2001). Arctic science in urban school science: A window into another world. A presentation for the annual seminar series of the *Imperial Oil Centre for Studies in Science, Mathematics and Technology Education*, OISE/UT, University of Toronto, June 14, 2001.
15. Bencze, L., & Bunga-Upton, L. (2000). Aligning science teaching with general educational beliefs: Drama-based science teaching developed through action research. A presentation for the annual seminar series of the *Imperial Oil Centre for Studies in Science, Mathematics and Technology Education*, OISE/UT, University of Toronto, November 2000.