Reflections on the activist question within science and technology education

Steve Alsop, York University, Toronto, Canada Email: salsop@edu.yorku.ca
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Radical Science Journal, 9 Poland St., London W1
Advocacy questions in science and technology and education
What is PASTE?
PASTE is a Project for Activist Science & Technology Education. More specifically, it is an open-access project to support activists in science and technology and science and technology education. It is an online community of educators, scientists, engineers, students, policy-makers, and others aiming to promote personal, social and ecological wellbeing. [learn more]

JASTE
Journal for Activist Science & Technology Education (JASTE) is a community-reviewed journal featuring contributions outlining science & technology and education projects that nurture personal and social growth and struggles for a better world. [learn more]

WePaste
This is a forum for discussion, debate and sharing. Contributions are related to: PASTE, JASTE, and a forum for sharing ideas, draft papers, events, and resources. [learn more]
• Activism as an open question (a boundary Object)
• Community/Alliance building
• Themes:
  ① Disclosing;
  ② Mobilizing;
  ③ Celebrating.
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2009
JASTE Volume 1, Issue 1.
JASTE Volume 1, Issue 2.

2010
JASTE Volume 2, Issue 1.

2011
JASTE Volume 3, Issue 1.
JASTE Volume 3, Issue 2.

2012
JASTE Volume 4, Issue 1.

2013
JASTE Volume 5, Issue 1. [Due to busy schedules, no issue is published in 2013]

2014
JASTE Volume 6, Issue 1. [Special Issue, early 2014; HS students' RiA projects]
The **first issue** contains an editorial and 8 articles - June 12, 2009

Editors' introduction *(Steve Alsop & Larry Bencze)* *(PDF)*

1. Putting your money where your mouth is: Towards an action-orientated science curriculum *(Derek Hodson)* *(PDF)*
2. Activism or science/technology education as byproduct of capacity building *(Wolff-Michael Roth)* *(PDF)*
4. Transcending the age of stupid: Learning to imagine ourselves differently *(Leo Elshof)* *(PDF)*
5. Globalisation and learner-centred pedagogies: Some thoughts *(Lyn Carter)* *(PDF)*
6. Globalization, food security, public health and prosperity focus on India *(Shiv Chopra)* *(PDF)*
7. Anti-capitalist/pro-communitarian science and technology education *(Larry Bencze & Steve Alsop)* *(PDF)*
8. Feeling the weight of the world: Visual journeys in science & technology education *(Steve Alsop, Sheliza Ibrahim and members of Science and the City)* *(PDF)*
Key Reflexive Questions: How are existing educational policies and practices acting? How might/ought these act in the future?

① In relation to contemporary economic, socio-ecological and material conditions
② As political praxis
③ To support teachers and learners as subjects in change and not objects of change
④ As moral and ethical praxis
Some tensions and contradictions:

① Emphasis on environmentalism and political economy
② Counter movements/ publics (loss of reflexivity)
③ Organisation/Institutional prospects/constraints
④ Loss to ideological domination
⑤ Recognition/ status of this work within our academic institutions


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