

New Publications

Gazar, F., Fütterer, T., Franke, U., Stürmer, K., Santagata, R., & Lachner, A. (2026). Enhancing professional vision with annotation tools. *Learning and Instruction*, 105, 102424, 1–15. <https://doi.org/10.1016/j.learninstruc.2026.102424>

Gyles, S., & Hannegan-Martinez, S. (2026). Trauma-informed praxis as a building block of justice-centered science. *Teachers College Record: The Voice of Scholarship in Education*, 127(11-12), 3–27. <https://doi.org/10.1177/01614681251408915>

Gyles, S., Lara, A., & Bustamante, A. (2026). From the ground up: The journey of the Monroe UC Irvine Community School Partnership. *Universities and Community Schools*, 12(1), 11–20.

Nguyen H., Santagata R., Ueshiro K., & Ludovise, S. (2026). Visualizing discourse in navigating co-design tensions. *Information and Learning Sciences*, 1-27. <https://doi.org/10.1108/ILS-03-2026-0074>

Nguyen, H., Valdez, E., Pei, J., Ludovise, S., & Santagata, R. (2026). Supporting systems thinking in environmental science education with large language model chatbots. *International Journal of Science Education*, 1–24. <https://doi.org/10.1080/09500693.2026.2695951>

Richland, L. E., Yu, S., Karyagdi, B., Zhao, H., Doroudi, S., Wong, J. T., Rhodes, K. T., & Rose, E. L. (in press). Developing a generative AI chatbot to support students' higher-order thinking in STEM education. *Journal of Microbiology and Biology Education*.

Scheiner, T., Santagata, R., van Es, E. (2026). Teacher noticing as a dynamic system: A complexity-informed multi-perspective approach. *Learning in Context*, 4, 100031, 1–12. <https://doi.org/10.1016/j.lecon.2026.100031>

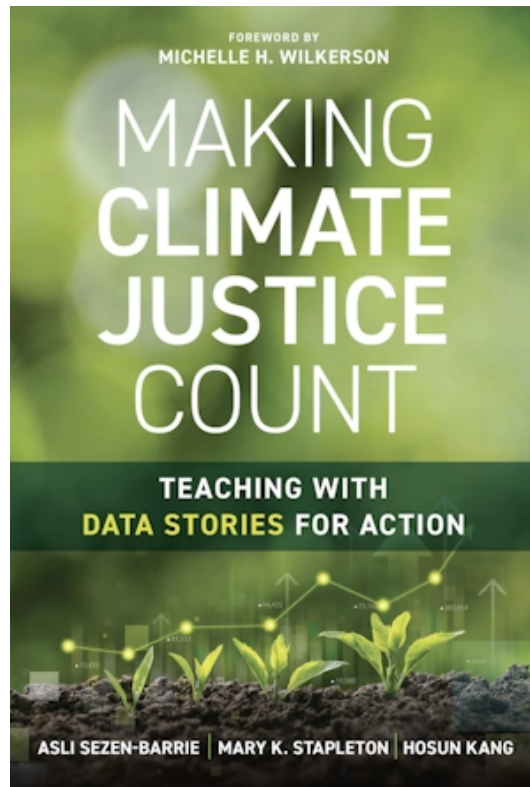
Scheiner, T., Sherin, M. G., van Es, E. A., & Kaiser, G. (2026). Towards theoretical synergies in mathematics teacher noticing. *ZDM – Mathematics Education*, 58(1), 1–18. <https://doi.org/10.1007/s11858-026-01768-6>

Sezen-Barrie, A., & Huang, Y. (2026). Youth storytelling in climate change education: a systematic review of research designs, pedagogical scaffolding, and digital tools (2014–2024). *Environmental Education Research*, 1–37. <https://doi.org/10.1080/13504622.2026.2671436>

[Sezen-Barrie, A., Stapleton, M., & Kang, H. \(2026\). *Making climate justice count: Teaching with data stories for action*. Harvard Education Press.](#)

→ Please join the book launch event at 4:30-6pm on Friday October 23, 2026. Registration Link: <https://forms.gle/oQzsboXa83qL9vZw9>

 Book Launch Making Climate Justice Count Final.pdf



Sezen-Barrie, A. & Tolbert, S. (Eds.). (2026). *Palgrave handbook of climate change research in transdisciplinary education* (Vol. 1). Palgrave Macmillan.

<https://doi.org/10.1007/978-3-032-14426-3>

Sezen-Barrie, A., Tzou, C., & Nxumalo, F. (in press). Exploring gaps and opportunities in climate change education research: Insights from high-impact journals and emerging initiatives. *Review of Research in Education*.

Sherin, M. S. & van Es, E. A. (2026). Noticing student thinking to create equity. *Mathematics Teacher: Learning and Teaching PK-12*, 119(1), 6–15. <https://doi.org/10.5951/MTLT.2024.0151>

van Es, E.A. & Sherin, M.G. (2026). Exploring teacher noticing in practice: the role of shaping. *ZDM – Mathematics Education*, 58, 19–31. <https://doi.org/10.1007/s11858-025-01740-w>

Zinger, D., & Ghebreab, N. (in press). What does a STEM school leader for all look like? STEM teachers' expectations. *Science Scope*.

Zinger, D., Issa, A., & Issa-Lahera, A. (in press). Exploring critical moments: The moments shaping a justice-focused school leadership program. *Professing Education*.

Zinger, D., & Zinger, J. (in press). A humanizing and ethical approach to AI integration in a psychology research methods course. In J.F. Miranda, C. Costa, & L. Rosen (Eds.), *AI literacy in psychology education: Fostering an AI literate psychology workforce*. Society for the Teaching of Psychology.

Conference Proceedings

Bisht, A., Gyles, S., Santagata, R., Huang, Y., Kang, H., Williams, T., Long, J. J., & Ludovise, S. (2026). Speculative futuring for understanding river socio-ecology. In B. K. Litts, D. DeLiema, C. Lee, S. Krist, A. Mawasi, L. Martin, & K. Kumpulainen (Eds.), *Proceedings of the 20th International Conference of the Learning Sciences - ICLS 2026* (pp. 2884–2886). International Society of the Learning Sciences.

Cassone McGowan, V., Gyles, S., Starks, E., & Tzou, C. (2026). Weaving webs of nature-culture relations across disciplines through a Histories of Places framework. In B. K. Litts, D. DeLiema, C. Lee, S. Krist, A. Mawasi, L. Martin, & K. Kumpulainen (Eds.), *Proceedings of the 20th International Conference of the Learning Sciences - ICLS 2026* (pp. 2391–2392). International Society of the Learning Sciences.

Fuentes Acevedo, P., Kimmerling, C., Santagata, R., Pantano, A., & Pelayo, R. (2026). Noticing in college mathematics: Development of noticing discourse in a video-based professional development. In B. K. Litts, D. DeLiema, C. Lee, S. Krist, A. Mawasi, L. Martin, & K. Kumpulainen (Eds.), *Proceedings of the 20th International Conference of the Learning Sciences - ICLS 2026* (pp. 2322–2323). International Society of the Learning Sciences.

Huang, Y., Gyles, S., Bisht, A., Santagata, R., Kang, H., Ludovise, S., & Long, J. (2026). Examining youth authority in community member interviews during the co-design of an environmental engineering curriculum. In B. K. Litts, D. DeLiema, C. Lee, S. Krist, A. Mawasi, L. Martin, & K. Kumpulainen (Eds.), *Proceedings of the 20th International Conference of the Learning Sciences - ICLS 2026* (pp. 454–463). International Society of the Learning Sciences.

Jadallah, C., Reigh, E. V., Gyles, S., Azzam, D., Daus, L., Burmester, S., Shin, M., Gonzaga, A., Harlow, D., Bianchini, J. A., & Kang, H. (2026). Cultivating relational trust in community-engaged educational research partnerships for environmental justice. In B. K. Litts, D. DeLiema, C. Lee, S. Krist, A. Mawasi, L. Martin, & K. Kumpulainen (Eds.), *Proceedings of the 20th International Conference of the Learning Sciences - ICLS 2026* (pp. 388–396). International Society of the Learning Sciences.

Johnson, H., & Barnhart, T. (2026). From noticing to navigating: Pre-service teachers' expansive sensemaking in science instruction. In B. K. Litts, D. DeLiema, C. Lee, S. Krist, A. Mawasi, L. Martin, & K. Kumpulainen (Eds.), *Proceedings of the 20th International Conference of the Learning Sciences - ICLS 2026* (pp. 2321–2322). International Society of the Learning Sciences.

Kimmerling, C., Fuentes Acevedo, P., & Santagata, R. (2026). Connecting teacher sensemaking to instructional practice. In B. K. Litts, D. DeLiema, C. Lee, S. Krist, A. Mawasi, L. Martin, & K. Kumpulainen (Eds.), *Proceedings of the 20th International Conference of the Learning Sciences - ICLS 2026* (pp. 1208–1212). International Society of the Learning Sciences.

Mehner, L., Bühler, B., Rudzewitz, B., Fuentes Acevedo, P., Nixon, N., Santagata, R., Trautwein, U., Kasneci, E., Daltoe, T., Stürmer, K., & Fütterer, T. (2026). Effects of gender and group composition on higher education students' application of collaborative problem-solving skills. In B. K. Litts, D. DeLiema, C. Lee, S. Krist, A. Mawasi, L. Martin, & K. Kumpulainen (Eds.), *Proceedings of the 20th International Conference of the Learning Sciences - ICLS 2026* (pp. 3233–3235). International Society of the Learning Sciences.

Mendez, J., & van Es, E. A. (2026). A learning to notice for equity framework. In B. K. Litts, D. DeLiema, C. Lee, S. Krist, A. Mawasi, L. Martin, & K. Kumpulainen (Eds.), *Proceedings of the 20th International Conference of the Learning Sciences - ICLS 2026* (pp. 2327–2328). International Society of the Learning Sciences.

Rubin, E., & van Es, E. A. (2026). Iterating as a core practice for developing preservice teachers' inner witness for equity. In B. K. Litts, D. DeLiema, C. Lee, S. Krist, A. Mawasi, L. Martin, & K. Kumpulainen (Eds.), *Proceedings of the 20th International Conference of the Learning Sciences - ICLS 2026* (pp. 2258–2259). International Society of the Learning Sciences.

Sezen-Barrie, A., & Huang, Y. (2026). Youth climate storytelling as transformative learning: A scoping review of designs, contexts, and digital practices. In B. K. Litts, D. DeLiema, C. Lee, S. Krist, A. Mawasi, L. Martin, & K. Kumpulainen (Eds.), *Proceedings of the 20th International Conference of the Learning Sciences - ICLS 2026* (pp. 1878–1882). International Society of the Learning Sciences.

Sezen-Barrie, A., & Karumanthra, A. (2026). Teachers' uptake on artificial intelligence (AI) tools in the context of environmental and climate change. In B. K. Litts, D. DeLiema, C. Lee, S. Krist, A. Mawasi, L. Martin, & K. Kumpulainen (Eds.), *Proceedings of the 20th International Conference of the Learning Sciences - ICLS 2026* (pp. 1698–1702). International Society of the Learning Sciences.

Sezen-Barrie, A., McCraner, B., & Levenson, L. (2026). Listening to the land and sea: Community learning at Crystal Cove Conservancy. In K. Peppler & M. Dahn (Eds.), *General*

Proceedings of the 6th Annual Meeting of the International Society of the Learning Sciences 2026 (pp. 291–295). International Society of the Learning Sciences.

Sengupta Irving, T., Kang, H., Tsai, N., & Shin, M. (2026). Pursuits of social change: A comparative case study of youth learning to reduce food waste in school. In B. K. Litts, D. DeLiema, C. Lee, S. Krist, A. Mawasi, L. Martin, & K. Kumpulainen (Eds.), *Proceedings of the 20th International Conference of the Learning Sciences - ICLS 2026* (pp. 159–167). International Society of the Learning Sciences.

Shin, M., Lin, E., Ahmad, M., Siddiqui, A., Tsai, N., & Kang, H. (2026). Youth learning through climate activism: The mediating roles of interaction in a school-based climate course. In B. K. Litts, D. DeLiema, C. Lee, S. Krist, A. Mawasi, L. Martin, & K. Kumpulainen (Eds.), *Proceedings of the 20th International Conference of the Learning Sciences - ICLS 2026* (pp. 1678–1682). International Society of the Learning Sciences.

Tekkumru-Kisa, M., van Es, E. A., & Luna, M. (2026). Accounting for teacher learning in a video club: Learning a noticing discourse. In B. K. Litts, D. DeLiema, C. Lee, S. Krist, A. Mawasi, L. Martin, & K. Kumpulainen (Eds.), *Proceedings of the 20th International Conference of the Learning Sciences - ICLS 2026* (p. 2326). International Society of the Learning Sciences.

Williams, T., Gyles, S., Kang, H., Santagata, R., Huang, Y., Bisht, A., Hachey, T., Long, J., Valdez, E., & Ludovise, S. (2026). A tale of two rivers: Pedagogical implications learned through the co-design of an environmental engineering curriculum. In B. K. Litts, D. DeLiema, C. Lee, S. Krist, A. Mawasi, L. Martin, & K. Kumpulainen (Eds.), *Proceedings of the 20th International Conference of the Learning Sciences - ICLS 2026* (pp. 1968–1972). International Society of the Learning Sciences.

Williams, T., Kimmerling, C., Santagata, R., & Fuentes Acevedo, P. (2026). Negotiating power through interactions: A focus on discourse in RPPs. In B. K. Litts, D. DeLiema, C. Lee, S. Krist, A. Mawasi, L. Martin, & K. Kumpulainen (Eds.), *Proceedings of the 20th International Conference of the Learning Sciences - ICLS 2026* (pp. 3156–3158). International Society of the Learning Sciences.