

## Preface

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It is indeed an honor to have been asked to provide a Preface to this new ICPE book on *Connecting Research in Physics Education with Teacher Education*.

Since its establishment in 1960, ICPE, *The International Commission on Physics Education - Commission C-14 of the International Union of Pure and Applied Physics* - has had as part of its mandate the giving of help to teachers of physics. Indeed, Article 1c of its current mandate requires “.. *giving help to physics teachers in all countries in incorporating current knowledge of physics, physics pedagogy, and the results of research in physics education into their courses and curricula*”.

Over the years, and in furtherance of this aspect of its mandate, the ICPE has sponsored international conferences concerned with teacher education, but the advent of the Web, which provided the ability to publish material for free world-wide distribution, opened a new set of opportunities. The first ICPE book with the title “*Connecting Research in Physics Education with Teacher Education*” - published on the web in 1997-98 - was an initial effort of the ICPE to utilize this medium to reach a larger audience of physics teacher educators and researchers in physics education. The individual articles in that book continue to retain historical and practical value and free availability on the web. However, the very important changes that have taken place in physics, in physics education, and in research in physics education over the past decade clearly required the decision of the ICPE to undertake the production of this new work.

In their *Introduction* to this book the General Editors, Matilde Vicentini and Elena Sassi, provide an excellent detailed description of how this new book came about. At one point in their *Introduction* they remark that: “*The challenge of planning and organizing this second book has not been a minor one.*” My experience as one of the editors of the first book tells me that this is certainly the understatement of the year, and most probably of the decade. The amount of time and effort required to produce such a book is truly enormous, and we are all much indebted to the ICPE, to each of the authors, and especially to the General Editors for having instituted this project and for having brought it to its successful completion.

I join with the Editors in the hope that this new book will serve not only to bring up to date materials on the advances in physics education and research in physics education, but also to act as a catalyst in bringing together in active cooperation the communities of physicists, physics educators, and researchers in physics education.

*Preface from: Connecting Research in Physics Education with Teacher Education Volume 2  
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