

# About the Contributors and Credits

## Editors

**Catherine Halversen** is an emerita Senior Program Director in the Learning and Teaching Group at the Lawrence Hall of Science, University of California Berkeley where she also served as Co-Director of Marine, Activities, Resources & Education (MARE) and Director of Communicating Ocean and Climate Sciences. Her work focuses on developing and disseminating in-person and online professional learning programs, instructional materials, and courses for STEM university/college faculty, K through 12 and informal educators (e.g., *Reflecting on Practice for STEM Educators*), and ocean and earth science undergraduates and graduate students. She has been involved in the Ocean Literacy Campaign since its inception and serves as a Vice Chair of the NMEA Ocean Literacy Committee. Catherine has a Masters in Integrative Biology/Marine Science and a Secondary Teaching Credential, both from University of California Berkeley. Pronouns: she/her/hers

**Diana L. Payne** is an ecologist, educator, photographer, and writer, currently serving as an Associate Professor and the Education Coordinator with Connecticut Sea Grant based at the University of Connecticut's Avery Point campus. She is Chair of the NMEA Ocean Literacy Committee, a past President of NMEA, a past Chair of the Sea Grant Education Network (SGEN), a past Chair of the New England Ocean Science Education Collaborative (NEOSEC), and served as international expert in Ocean Literacy with the Fulbright Specialist Program. Diana is a co-editor of the first international book in marine science education, *Exemplary Practices in Marine Science Education: A Resource for Practitioners and Researchers*. She holds bachelor and masters degrees in biology and estuarine ecology, a Connecticut educator certification in biology for grades 7 through 12, and a doctorate in Educational Psychology from the University of Connecticut's Neag School of Education. Pronouns: she/her/hers

**Sarah Schoedinger** is a Senior Education Program Manager in NOAA's Office of Education. For over 20 years her work has focused on building ocean literacy, environmental literacy, and science literacy among K through 12 and informal education audiences through grants and other partnerships. Sarah leads the office's

ocean literacy efforts and co-leads NOAA's **Environmental Literacy Program**, which involves collaborating with and providing grants to formal and informal science education organizations to build environmental literacy and promote the use of NOAA-related sciences and data products. She is a Vice Chair of the NMEA Ocean Literacy Committee and a past President of NMEA. Sarah has a BA in philosophy and history of science and mathematics from St. John's College and a MS in marine science from the University of Delaware. Pronouns: she/her/hers

## Authors

**Craig Strang** is the Associate Director of Lawrence Hall of Science at the University of California, Berkeley. He is a past President of NMEA and served for many years as the founding Chair of the NMEA Ocean Literacy Committee. He was Principal Investigator of the Center for Ocean Sciences Education Excellence (COSEE) California, and founding chair of the National COSEE Council. He is Principal Investigator of the BEETLES (Better Environmental Education Teaching, Learning & Expertise Sharing) Project and Working Toward Racial Equity Project. He co-wrote the California Blueprint for Environmental Literacy and is Co-Chair of the California Environmental Literacy Initiative. Pronouns: he/him/his

**Jo Topps** is a Regional Director for the K-12 Alliance. Ms. Topps has extensive background in professional development, science education, and educational leadership. She directs the development, coordination and implementation of regional, statewide and national professional development programs. She also supervises student teachers at California State University, Long Beach. Jo has a BS in Social Science and a MS in Education.

**Kathryn DiRanna** is the recently retired statewide director of K-12 Alliance at WestEd science professional learning program. She served as the CA NGSS K-8 Early Implementation Initiative Director, Project Director for multiple CA Math and Science Partnerships, Project Director for the NSF-funded California Statewide Systemic Initiative, and was co-leader of the NSF Center for Assessment and Evaluation of Student Learning. Kathy and her team pioneered the use of conceptual flows in 1989. Kathy has an MS in Zoology.



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