EJRSME
Electronic Journal for Research in Science & Mathematics Education

EDITORS
Mark A. Bloom, Science Education, Dallas Baptist University
Sarah Quebec Fuentes, Mathematics Education, Texas Christian University

MANAGING EDITOR
Jonathan W. Crocker, Texas Christian University

ASSOCIATE EDITORS
Daniel Alston, University of North Carolina at Charlotte
Ian Binns, University of North Carolina at Charlotte
Lisa Ann Borgerding, Kent State University
Stacey Britton, University of West Georgia
Stephen R. Burgin, University of Arkansas
Sarah Bush, University of Central Florida
Malcolm B. Butler, University of Central Florida
Danxia Chen, Dallas Baptist University
Kelly Feille, University of Oklahoma
Rita Hagevik, The University of North Carolina at Pembroke
Hayat Hokayem, Texas Christian University
Gabriela Jonas-Ahrend, Paderborn University
Ravinder Koul, The Pennsylvania State University
Christopher S. Long, University of North Texas
Cherie McCollough, Texas A&M University – Corpus Christi
James A. Mendoza Álvarez, University of Texas at Arlington
Patricia Morrell, University of Queensland
Suzanne Nesmith, Baylor University
Samuel Otten, University of Missouri
Erin Peters-Burton, George Mason University
Christine Schnittka, Auburn University
Julie Westerlund, Texas State University
Robert Wieman, Rowan University

PUBLISHER
ICRSME, International Consortium for Research in Science & Mathematics Education

Cover designed by Dusty Crocker
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inaugural ICRSME Virtual Conference: The Implications of COVID-19 for Science and Mathematics Education</td>
<td>1</td>
</tr>
<tr>
<td>Mark A. Bloom and Sarah Quebec Fuentes</td>
<td></td>
</tr>
<tr>
<td>Like the Kids Do: Engineering Design in Middle-School Science Teacher Professional Development</td>
<td>5</td>
</tr>
<tr>
<td>Kelly Feille, Morgan Stewart, Jenesta Nettles, and Molly Weinburgh</td>
<td></td>
</tr>
<tr>
<td>Influence of Science Experiences on Preservice Elementary Teachers’ Beliefs</td>
<td>21</td>
</tr>
<tr>
<td>Saiqa Azam and Deppika Menon</td>
<td></td>
</tr>
<tr>
<td>Exploring Latinx Parent Involvement in Informal Science Activities</td>
<td>47</td>
</tr>
<tr>
<td>Izaak J. De Leon and Julie F. Westerlund</td>
<td></td>
</tr>
<tr>
<td>The Implementation of Reform-Based Standards in High School Chemistry Classrooms Influenced by Science Teaching Orientations</td>
<td>72</td>
</tr>
<tr>
<td>Michael B. Burt and Sarah B. Boesdorfer</td>
<td></td>
</tr>
<tr>
<td>How Much is Lost? Measuring Long-Term Learning Using Multiple Choice Tests</td>
<td>94</td>
</tr>
<tr>
<td>Julio Benegas and Julio Sirur Flores</td>
<td></td>
</tr>
</tbody>
</table>