

This year saw publication and distribution of the first volume of the new quarterly NAGT news magazine *In the Trenches*. This quarterly publication provides a venue for improving geosciences education by describing best practices in teaching, teaching tips, resource descriptions and other material suitable for geosciences teachers at all levels. University, two-year faculty and K-12 teachers are solicited to provide material for this printed publication that also has an associated website. David Steer, The University of Akron, was the lead editor, Dexter Perkins, University of North Dakota, was the associate editor position and Nancy Ashmore participated as the managing editor.

Each issue centers around one or two main articles with several related columns and additional content as needed. The January Issue focused on teaching climate change and included one major article describing a field-based climate change course taught in Alaska. That issue also included columns about the importance of teaching climate change and using climate data in the classroom. Other contributions focused on classroom technology and teaching tips. The April issue focused almost entirely on teaching in the field with five feature articles and columns and a book review. The July issue used one's sense of place as a central teaching theme. That issue included two major features and one related column along with a technology article. This issue was also used as a place to disseminate news of interest from the mid-year meeting. The October issue focused on teaching seismology. It included two longer articles and one related column along with several articles carried over from previous issues. This issue was also used to publish the 2011 NAGT award winner biographies and photographs.

Content for future issues, while tentative, will focus on themes of broad interest to the geosciences education community. Issues are being planned that will discuss topics related teaching students to think, teaching quantitative skills, the importance of the affective domain in teaching and using hands-on activities in the lab and classroom to enhance teaching and learning. The editorial staff welcomes submissions and ideas for future content.