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International Council of Associations for Science Education

Supporting and promoting science education internationally

Editorial

This issue of SEI appears on the ICASE website, but also, in limited numbers, as a printed copy for participants at the 3rd ICASE World Conference being held in Estonia from the 28th June to the 2nd July. The articles are by members of the ICASE Executive Committee and are based, in part, on an ICASE seminar held in conjunction with RECSAM-SEAMEO (Regional Education Centre for Science and Mathematics for the South-East Asian Ministers of Education Organisation) in Penang, Malaysia in 2009.

The articles try to take on an innovative orientation, fitting with the theme of the World Conference and provide a perspective of science education that is above and beyond the usual considerations by national science teacher associations. The first article, in fact, reflects on six key areas where STAN, as the major science teacher association in Africa, has played and continues to play, a major innovative influence on science teachers. The six areas are: curriculum development, textbook production, professional development of teachers through in-service courses, popularisation of science (especially related to students), publications such as journals and bulletins and innovatively, the area of science education research. This journal is particular focussed on publishing articles on research that are of interest to teachers in implementing teaching in the science classroom.

The second article, by the ICASE president, makes a plea for more enlightened science teaching and not more of the 19th century fare that gave school science the label of being boring, difficult and irrelevant. It suggests the innovation for the 21st century is to clearly recognise that science in school is an inclusive subject and has no more association with a future career for students than does any other school subject. It is time to get rid of the expression – ‘science for the scientists’ – and recognise that school science is for all, essential for all citizens, irrespective of future career.

The third article highlights an innovative resource for science teachers. We are all aware of the value of the internet as a source of information and it can be an invaluable source of science teaching material. Unfortunately, however, it is a source of much rubbish and the provision of a quality assured hub, making available dynamic, up-to-date and relevant science materials is very timely.

The fourth article is in the area of primary science and draws attention to aesthetic experiences for primary school students related to inquiry teaching. It shows how a sense of wonder can be an effective approach to science teaching and can lead to creative exploration by students. This article adds to the saying – it is not what you know, but how you portray it that is important. Primary school science teachers, through promoting a sense of wonder, can soon find that students will wish to take the lead and may even end up saying little more than ‘I wonder.’ And if the leads to a sense of joint discovery by both teacher and students it can lead to both an enjoyable and academically rewarding experience.

The fifth article is related to intrinsic motivation and PARSEL module approach.

This journal is freely available on the web and welcomes articles by all involved in the field of science education. Primary teacher are very welcome to submit articles that enhance innovations or positive experiences. The journal editors take great pride in being willing to assist teachers in their efforts to disseminate to others and in helping to develop articles befitting this publication.

Jack Holbrook, ICASE President
Bulent Cavas, ICASE Online Journal

Submission to the journal can be made to:

<http://www.icaseonline.net/sei>