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Volume 23, No.2, June 2012

Contents

Editorial

Bulent Cavas101

Is case-based instruction effective in enhancing high school students' motivation toward chemistry?

Eylem Yalçınkaya, Yezdan Boz, Özgür Erdur Baker102

Experiences of teaching the heat energy topic in English as a second language

Lilia Halim, Fathiyah Dahlan, David F. Treagust, A. L. Chandrasegaran117

Senior secondary Indian students' views about global warming, and their implications for education

Kiran Chhokar, Shweta Dua, Neil Taylor, Edward Boyes, Martin Stanisstreet133

Exploring South African Grade 11 learners' perceptions of classroom inquiry: validation of a research instrument

Washington T. Dudu, Elaosi Vhurumuku150

Evaluating the impact of science teachers' involvement in context based teaching from prior professional development

Ana Valdmann, Jack Holbrook, Miia Rannikmae166



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Editorial

Welcome to the June issue of Science Education International (SEI). This issue consists of 5 articles, some being joint studies and include authors from more than one country. The details of the articles are explained below.

The first article aims to investigate the effectiveness of case-based learning (CBL) over traditionally designed chemistry instruction (TDCI) on 10th grade students' perceived motivation about chemistry as a school subject. The results of the study show that CBL is an effective method for promoting students' motivation towards chemistry. The article is written by three authors from Turkey.

The second article explores necessary pedagogical content knowledge relating to the teaching of the topic of 'heat energy' in a second language (i.e., English) so as to cater to the needs of year 10 students of diverse interests and abilities in this topic. The study reveals that the teachers possess a variety of instructional strategies to teach the concepts in English and display commendable ingenuity to further facilitate student understanding by explaining in the Malay language when students experience difficulty, while at the same time insisting that students use the appropriate English terms. The article was written by four authors from Malaysia and Australia.

The third article investigates the 'gap' between knowledge about global warming and willingness to take personal action. The findings of the study indicate that this cohort of Indian students' exhibit high levels of concern about global warming and a willingness to act to reduce it. The article was written by five authors from India, Australia and the United Kingdom.

The fourth article discusses the adoption and validation of a research instrument on determining learners' levels of perception of classroom inquiry, based on data collected from South African Grade 11 learners. The results of the study provide evidence of relevant satisfaction that relates mainly to the instrument having passed the test in terms of face, criterion, construct and content validity. On a wider scale and in larger populations, the instrument can be used with confidence. The article is written by two authors from South Africa.

The last article explores the impact of teacher involvement in a context-based teaching project, involving continuous professional development and classroom module implementation two years after the event. The authors present recommendations for further continuous professional development which builds on the teaching model and which relates to a new style curriculum introduced into Estonia. The article is written by three authors from Estonia.

All submissions should be made online at the Journal Website.
Bulent Cavas, Chair of Publications Committee

Submission to the journal can be made to:

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