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International Council of Associations for Science Education

*Supporting and promoting science education internationally*

### **Editorial**

Welcome to March issue of Science Education International (SEI). In this issue, you can find six articles which are submitted by researchers and teachers from Israel, Trinidad (West Indies), Turkey, Portugal and Kenya.

The first article reflects on students' decision not to choose science disciplines. It found many 10th grade students were unfamiliar with basic concepts that appeared in the science syllabus, and degree of interest shown by students depended on familiarity with the subject. The study then explored the use of a historical approach to science teaching as an approach to increasing interest towards science and science studies.

The second article disproves the idea that the more you know, the larger the positive appreciation. This study involved students' feelings and compares reactions regarding the use of nuclear energy between science majors and those not seeing science as a major subject of study. Interestingly the non-science major students were more positively disposed towards the use of nuclear energy.

Student motivation is recognised as an important component of science teaching. The third article reports on factors affecting the motivation of primary students towards self-efficacy, science learning value, active learning strategies, performance goal, achievement goal, and learning environment stimulation. Not surprisingly motivation affected student's attitude towards and the learning of science.

The fourth article attempts to clarify the concept of critical thinking, evincing its relationship with other concepts such as scientific literacy, creativity, problem solving and decision making and the need for a framework promoting students' critical thinking in science classrooms.

The fifth article relates to environmental education. This study explored students' ideas about solutions to some of the environmental issues and how far EE in primary schools in an African situation might stimulate environmental action taking if pupils are nurtured into the role of informed decision-makers and action-takers.

The sixth article illustrates that the traditional markers of socio-economic status are still alive and well in some countries. This study relates socio-economic status to student's self-efficacy for the learning of science at various elementary grade levels. While the third article pointed to motivation as an important factor, this article finds the status of the home also plays a role at the elementary level.

This journal is freely available on the web and welcomes articles by all involved in the field of science education. Primary teachers 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 Immediate Past President  
Bulent Cavas, Chair of Publications Committee

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