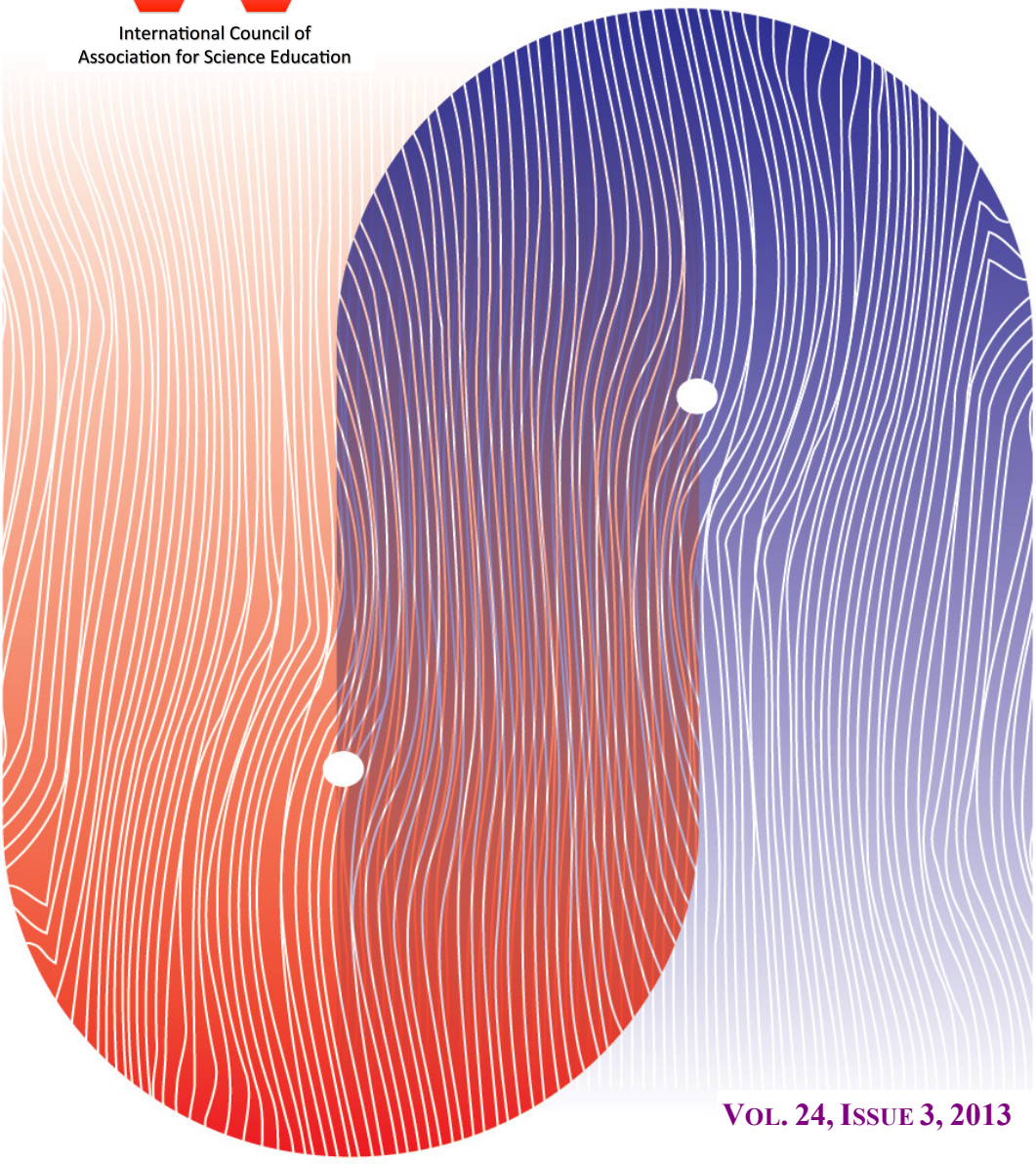
SCIENCE EDUCATION INTERNATIONAL

International Council of
Association for Science Education



VOL. 24, ISSUE 3, 2013

SCIENCE EDUCATION INTERNATIONAL

Year 2013
Volume 24, Issue 3

Bulent Cavas
Editor

ISSN: 2077-2327

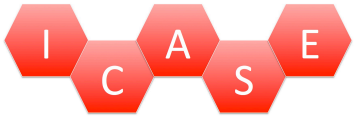
Science Education International (SEI) is published by International Council of Associations for Science Education (ICASE).

International Council of
Association for Science Education

SCIENCE EDUCATION INTERNATIONAL

Volume 24, Issue 3, 2013

Table of Contents



International Council of
Association for Science Education

Supporting and promoting science education internationally

Editorial

It is my great honor to complete the third issue of SEI in 2013. I would like to express my deepest gratitude to our international colleagues, as each issue owes much to their sincere contribution. This issue is featured by various research methods designed in the seven papers working with students and teachers from Turkey, Australia, Ireland, Korea, US, and New Zealand.

The first paper written in a mixed method introduces the Scientific Epistemological Views Questionnaire (SEVQ). This quantitative analysis plus teacher interviews revealed that learning about the history of physics positively enhanced participants' views regarding communication among scientists. The second paper is characterized with the content analysis of pre-service primary teachers' reports about an open inquiry task that was self-selected. All of the groups' written arguments in their laboratory reports were coded to examine the authentic scientific inquiry. Employing the content analysis method, the third paper reports the reform of Irish science curriculum in terms of the inquiry-based science education with enhanced interest levels. In this era of low interest toward learning science, the Irish reform is exemplary to many researchers.

In search of more efficient ICT, the fourth and fifth papers discuss use of the popular social network service—Twitter—for researching public understanding of nuclear power in Korea and for supporting a community of practice for pre-service science teachers in Turkey. The quantitative analysis warrants further research to enhance the methodology and the theory. The sixth paper devised genuine behavioral observation with five variables: *first tried to understand*, *not hesitant*, *working forward*, *problem solving approach*, and *last action*. As a qualitative study, the seventh paper analyzes narratives to clarify why the two novice teachers chose science in their teacher-training program.

As always, we endeavor to find, assist, and publish articles reporting educational improvement in regional contexts and on ground of empirical data.

Bulent Cavas, PhD
Editor