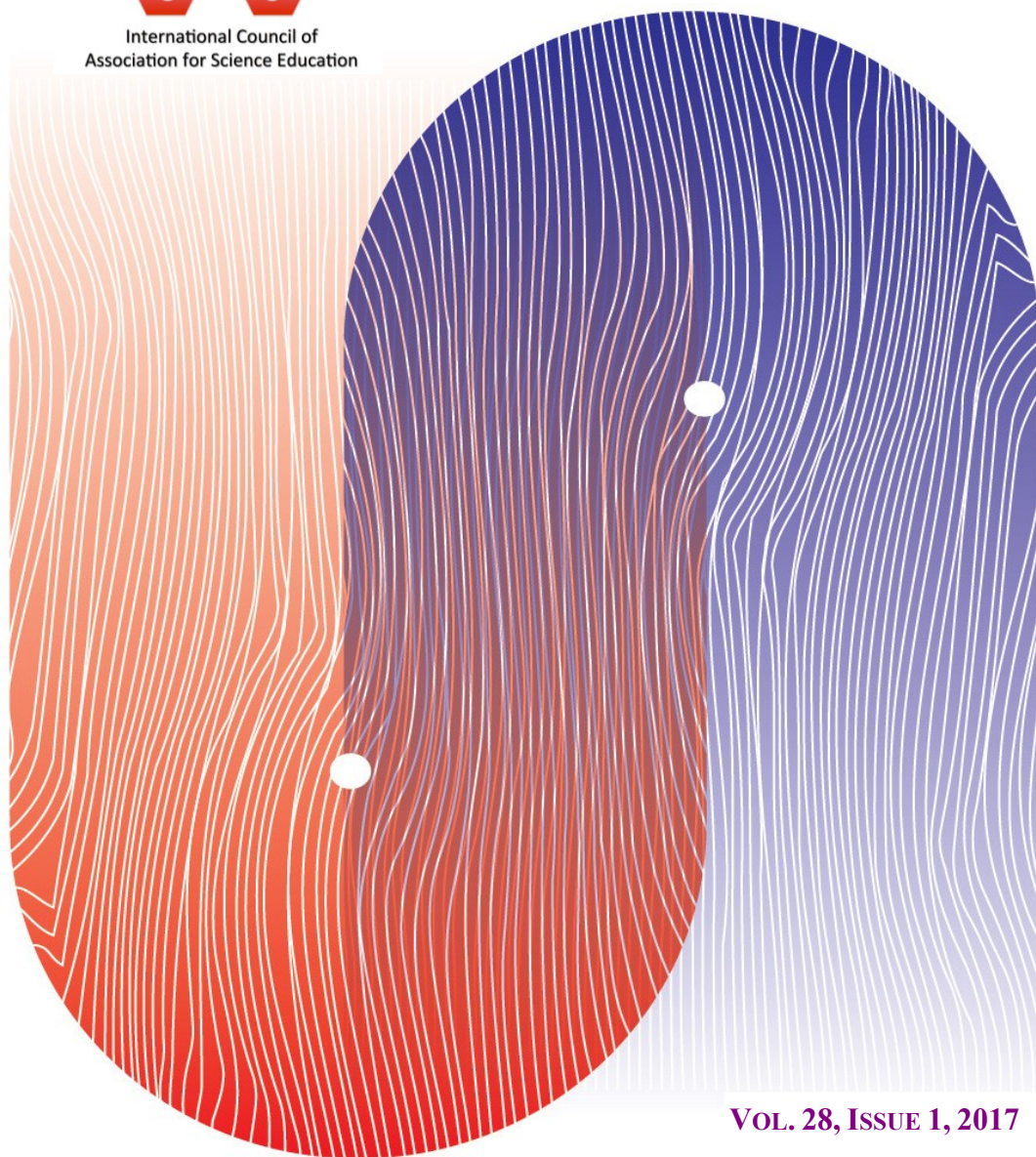


# SCIENCE EDUCATION INTERNATIONAL



International Council of  
Association for Science Education



**VOL. 28, ISSUE 1, 2017**

# SCIENCE EDUCATION INTERNATIONAL

**Year 2017**  
**Volume 28, Issue 1**

*Bulent Cavas, Jack Holbrook*  
Editors

**ISSN: 2077-2327**

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



International Council of  
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## Editorial

BULENT CAVAS, J. HOLBROOK

Welcome to the 2017-March issue of *Science Education International*!

This issue consists of 4 articles, covering Vignettes of Historical Episodes, Earth Science Textbook Contents, Increasing Access of Female Students in STEM Fields and Web Assisted Learning with Emotional Intelligence Content. The contributions come from authors in Turkey (2 articles), Canada and Taiwan.

The first article relates to video vignettes of historical episodes from documentary films as a context and instructional tool to promote pre-service science teachers' (PSTs) conceptions of the nature of science (NOS). The results of the study indicated that compared to their ideas at the beginning of the course, many PSTs developed informed ideas about NOS during the course. Nonetheless, the instruction was not equally effective in all aspects of NOS.

The second article focuses on science textbooks that are considered as one of the major source of climate change information of students. The main aim of study aims to examine the differences in energy saving and carbon reduction knowledge, attitude, and behavior between two groups of Taiwan's high school students using earth science textbooks of two different publishers. Results shows that students using the textbook with featured books performed better on most of selected items, including higher percents correct of identifying types of radiations and greenhouse gases and stronger support for more wind power generators. Behavioral effects of the two textbooks seem comparable between two groups of students.

The third article relates to encouraging females to pursue careers within the fields of science, technology, engineering, and mathematics (STEM). The related research indicates that they are under-represented in these fields according to the study. The study found that both bridging courses had positive impacts on performance in STEM subjects but the most significant impact in both cases seems to be improvement in motivation and study skills. The paper presents a brief analysis of data collected (through interviews) with participants

from both bridging courses and discusses these findings.

The final article investigates the effect of web assisted instruction with emotional intelligence content on 8th grade students' emotional intelligence, attitudes towards environment and energy saving, academic achievement related to the subject, the correlation between students' academic achievement and their emotional intelligence. The findings of the study reveal that following to the application, there are statistically significant differences in favor of experimental group students' academic achievement, emotional intelligence and attitudes towards environment.

In addition to explanation about the issues, we would like to give some information about Science Education International. The coming issue, Vol.28, Issue 2 will publish selected papers from ICASE World Science and Technology Education Conference which was held in Antalya-Turkey in November 2016.

Starting from Vol.28, Issue 2 Steven Sexton from ICASE Executive Committee will be editor of Science Education International.

The journal will accept candidate articles from its new online submission system.