

Science Teacher Education

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Editorial

● Paul Denley

After September's bumper special issue of *Science Teacher Education*, reporting on the ASE Futures Conference in July, we are back to the more usual format for this issue. I am very grateful to Alex Sinclair and Jane Turner for editing that issue. I was impressed with the range and quality of work reported and hope that it will encourage attendance at the next conference in July 2020.

In this issue, we have two interesting articles for your attention. The first, by **James Williams**, is about ethics and school-based research. James starts by looking at some quite shocking examples of unethical research without which medical science would not have advanced as quickly as it might have done in the treatment of disease! These signal the somewhat tangled way in which ethical issues can influence research activity, whether it be large-scale projects or much smaller scale individual research during teacher education courses or for higher degrees. The author suggests that the article possibly raises more questions than it provides answers, but these are important questions and deserve our attention. It is always possible to respond to views expressed in *STE* articles, so please let us know what you think.

The second main article, by **Louise Stubberfield and colleagues**, is about a less sensitive matter. It describes the development and impact of a free digital tool – Explorify – produced by the Wellcome Trust to support primary science teaching.

The issue of giving primary teachers both the knowledge and confidence to engage in science activities has been an important focus for the Wellcome Trust and other organisations (notably the Primary Science Teaching Trust). The Explorify tool is a welcome (sorry!) addition to resources available and the evaluation data presented in the article suggest that it has been well-received by both teachers and their learners.

In this issue we also have a **book review** (Keith Taber's thought-provoking *MasterClass in Science Education*) and a **Research Roundup** item concerning the use of trajectories to frame professional and career development in the field of science education. We finish with a **News page**, featuring an outline of what is involved in being part of the ASE Research Group, and also further details of the 2020 ASE SE Asia Conference in Bangkok.

This is my last issue as Interim Editor of *STE*. I have enjoyed the experience very much. I would like to thank all those who have contributed and, of course, the support of Jane Hanrott in putting the issues together in such an efficient and attractive way. Look out for an announcement about the new editorial team in due course!

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