



Editorial

■ Chris Harrison



As we move into August, we have two massive items of news from ASE. The first is the launch of our new website, which will allow us to both serve members' needs better and also advertise to the whole world the amazing resources, brilliant

events and thoughtful productive work that we do within science education. Please visit it and see what's on offer at www.ase.org.uk

The second piece of news is about our Chair Trio, who lead the work of the many groups and committees of ASE and who change on the 1st August each year. We welcome Mary Whitehouse, who assumes the role of Chair, and who will be ably supported by Linda Needham, our Immediate-past Chair. We say a huge thank you to Chris Colclough, who has now completed her three years of service on the Chair Trio, and a hello to our newest member of that team, Janice Griffiths, Chair-Elect.

Janice is currently Director of Enterprise for the Education School at the University of Southampton, overseeing and supporting enterprise activities in Initial Teacher Education and professional development to exploit the impact of research. Janice retrained as a teacher and has a PGCE and MA(Ed) in science education from Southampton. After five years teaching chemistry, she moved to the Science Learning Centre South East in 2006, becoming Director in 2008 and continues in the same role for the Mathematics and Science Learning

Centre. She is also a Director of the innovative LifeLab project, which addresses how science education underpins health literacy in children.

Other news is that we have an exciting new venture in terms of international events – a one-day conference in Hong Kong on 19th November 2018 (see the notice on page 41). This promises to be an exciting event, with workshops, keynotes and talks on practical science, professional learning in science, mathematics in science sustainability and much, much more. If any of you plan to attend, please come along and say 'Hi', as I will be running sessions and talking to delegates about the international work that the ASE does.

We also have our flagship International Day at the ASE Annual Conference in Birmingham, UK, on Wednesday January 9th 2019. Once again we are delighted to have contributors from all over the world presenting on a host of ideas. The main theme for this year is *Teacher Assessment Literacy*, and we are very fortunate to snap up Professor Robin Millar as our starter keynote, who will get our thinking fired up for the day. Throughout the International Day, we will have a theme of primary workshops, another theme focusing on inquiry and practical work, a run of workshops on evidence-based and reflective practice, a cross-discipline theme and the report findings of the I-SEE international project. The day will end with a panel discussion on ***What are the opportunities and challenges for science education internationally in the next 5-10 years?***, to which delegates will be encouraged to return and debate at the International Dinner. Also, watch out for the sustainable schools (ESD) theme at the Annual Conference – more than 16 workshops and a full programme over the four days, including International Day. For details of the ASE Annual Conference, please head to our website (www.ase.org.uk) and book online.

This issue of *ASE International* has a mixture of original articles and selected pieces from across our





Editorial

■ Chris Harrison

many publications. It begins with an article written by **Glenys Hart**, an enthusiastic member of our International Special Interest Group. She reports on citizen science and ways in which teachers can encourage youngsters to get involved with real world science. With the big push on encouraging science capital in our schools, citizen science seems an innovative way to enculture students into science and help them to begin to understand the work that it does for our society.

Martin Braund's article on **Dramatic Science** outlines how science and drama work well together, providing a creative outlet for science ideas and discussion, which can be adopted and adapted for all phases of education. **Catherine Hayes** reports on the work that her group has been doing for Public Health England on microbes, prevention of infection, antibiotics and antibiotic resistance. The e-Bug resources are currently translated into 21 different European languages, plus Turkish and Arabic, with partners across Europe and Asia. The project has also developed online teacher development activities to support both subject knowledge and understanding of useful pedagogy in this area of health education. I would highlight the need to find some time to interrogate their website and resources to support teaching and learning in this area.

Two articles on the role of women in science have been selected for this issue. The first, by **Agnieszka Barden**, looks at how a focus on female scientists has raised the profile of science in her school. The second, by **Theresa Conlon**, looks at how science clubs run by girls inspire other female students to 'live and think' physics. Promoting science for girls still remains a key driver for most countries and these two articles are helpful in supporting such innovations in science education.

The **final article** is a few years old, but focused on a topic that is absolutely key internationally: sustainability. Although the article is from 2014,

much remains pertinent to today's classrooms across the world and, to quote from Dillon and Huang (2010: 43), at the end '*It would be no bad thing if students left school knowing how to grow some of their own food, understanding how to calculate their carbon footprint and being able to identify how their individual consumer behaviours impacted on the lives of other people and other species*'. We do now also have the **Sustainable Development Goals** (SDGs) to guide us. There are 17 goals defined by the United Nations to tackle the world's biggest problems by 2030. The British Council **website** has a great summary and links to resources to help you deliver these goals: '*The goals form a useful lens through which to look at the most pressing global issues. Hundreds of millions of people don't have enough food to eat; women still earn less than men and have fewer rights; plant and animal species are rapidly vanishing; and the **gap between rich and poor is indeed getting wider.***'

Two of the authors of this article, Margaret Fleming and Maartin Tas, are both now involved in another EU project, *Urban Science*. Its **website** will eventually contain resources from across six countries, all with a science and sustainability theme and so one to look out for if you have an interest in this area.

The next issue of *ASE International* will be out in January 2019. We welcome articles on teaching, learning and assessment in science that have an international flavour and so, whether it's reporting what you do in your region of the world or raising ideas that you feel will travel well and spark interest, please consider putting in an article.

We are happy to help with the writing and editing of articles, so please do get in touch!

Chris Harrison, Editor
E-mail: Christine.harrison@kcl.ac.uk

