



Editorial

● Alex Sinclair ● Jane Turner

It is now a year since we were all told that we must stay at home to protect ourselves and the NHS from COVID-19. The impact on our personal lives has been immense and our professional lives have been conducted very differently. We now work with teachers and students whom we have never met face-to-face, collaborate virtually with colleagues across the country and participate in seminars and conferences without leaving our homes. For those of us in schools and universities, we have learned to teach in adherence with social distancing rules and are managing the impact of the COVID-19 pandemic on our students' wellbeing alongside their learning. Like our colleagues in all sectors of education, Futures members have shown innovation, resilience and optimism and, in these 'unprecedented times', we have never been more aware of the significance of science education.

This edition of *STE*, produced during the New Year lockdown, reflects science educators' professionalism over the last months, and the range of experience and expertise of Futures members. More than anything, the issue shows how, despite all the challenges that the pandemic has brought, professional learning in and about science education has continued in classrooms, lecture halls and conferences, and will continue in the future – informed by research and practice.

We start first with a selection of **short articles** drawn from the Futures presentation at the ASE Annual Conference in January, entitled *COV19 – what have we learnt from it?* The articles focus on the unique ways that the authors have adopted to deliver CPD or when working with students in ITE.

Following this, **Justin Koller, Ben Looker and Janinne Delorenzo** have provided a literature review that focuses on the use of tablets within educational settings. It understandably references how they might be employed in a post-pandemic curriculum. They evaluate the benefits of using this type of technology to enhance learning and conclude that, although tablets can be used successfully, this is not always the correct option.

The third article follows on from a very lively **panel debate** at the ASE Annual Conference in January, where one hour simply wasn't enough. The discussion was stimulated by presentations about science enquiry and its place and purpose in science teaching and learning given by Ben Rogers, Sally Howard, Jason Harding and Sarah Eames. Sally and Ben have continued the debate in text, responding to questions posed during the conference session, in an article compiled by Jane Turner.

Judith Hillier and Olga Ioannidou write about Project Calibrate, a partnership between researchers at AQA and the University of Oxford Department of Education. The paper documents their work with science teachers as they explored the use of a new framework to design new written assessments of practical work and how these might guide classroom practice.

The final article, contributed by **Nasima Hassan**, with Maaria Ahmed, Saraah Bhana, Romaiza Naseem and Misbah Patel, comprises a set of case studies exploring the lived experiences of Muslim women completing Initial Teacher Education at the Star Institute's SCITT in Blackburn. It considers the young science teachers' role as change-makers and the central role that faith plays in shaping their identity.

If this special issue has whetted your appetite for sharing your experience and expertise with other teacher educators, then please consider writing an





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article for a future issue of *STE*. Articles should focus on pedagogy and professional learning in science education and be between 1500 and 2500 words. *STE* is the journal for Futures members and welcomes contributions from university tutors, education consultants and local authority staff, Heads of Science and leaders responsible for CPD.

Another forum for sharing expertise and enthusiasm for science teacher education is the Futures Conference, taking place online this year, on 25th June with an introductory session, the Futures AGM and a social event on the evening of

Thursday 24th June. We are pleased to confirm that Jasper Green from Ofsted will be delivering at the Conference.

Information about booking, ticket prices and a full programme will be available shortly at:
<https://www.ase.org.uk/events/ase-futures-online-conference-2021>

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