



Editorial

■ Marc Neesam

Welcome to issue 12 of *ASE International*, the first of 2021



This issue follows the ASE Annual Conference 2021 held in January, in very different circumstances from usual. I was pleased to see so many attend the online Conference, in particular the International Day, and I not only recognised the names of people I know and have met at previous conferences, but also spotted new names who were attending an ASE event for the first time. I hope, whether new or seasoned ASE conference delegates, you found it a rewarding event to attend and in which to participate.

During the Conference I was struck that, despite not being at the Conference in person, it still felt like an ASE conference. That is in large part down to the excellent work of our conference team. It is also due to a key strength of ASE: that of bringing together those interested in science education into a community. It is through this shared community that we can continue to engage with each other across borders and time zones and have rich discussions about the science education happening right now, and what we hope for science education in the future.

This issue has therefore been curated with the idea of community in mind. We open with [reflections](#) about the International Day 2021 from the wider Committee, whom I want to thank in this Editorial for their continued support and effort as Committee members. We then welcome the reflections of [Alison Redmore](#), Trustee of the ASE, who writes about the panel debate held on International Day, where we welcomed representatives from fellow science education societies from around Europe for an excellent discussion about the effect of the pandemic on science education, and where we found that we have more in common than maybe we realise.

We then turn the issue over to articles that focus on sharing practice, research and supporting discussion in our community. [Helen Woodward](#) allows us to consider the Great Science Share for Schools ([Great Science Share](#)) being used internationally in Nepal through links that she has forged between the UK and Nepal.

We then hear about research into student teachers' use of questions to promote children's observation and curiosity, from [Colin Forster and Jude Penny](#). The team from the University of York Science Education Group present case studies about Best Evidence Science Teaching ([BEST](#)) ([Best Evidence Science Teaching](#)) that support teachers in using research evidence in their practice through use of the BEST resources, and which are curriculum-agnostic and can be used anywhere in the world.

[Ruth Jarman and Joy Alexander](#) give us an article that I find both professionally and personally (as a father of a 6 year-old) interesting: can we encourage children and young teens to read science for pleasure?

I am very pleased to see this issue completed by an original article about the use of plastics as a socio-scientific issue for developing critical thinking with pre-service teachers, written by [José Manuel](#)





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Hierrezuelo-Osorio, Daniel Cebrián-Robles, Vito-Battista Brero-Peinado and Antonio Joaquín Franco-Mariscal, who are based at the University of Málaga in Spain.

All these articles showcase, in different ways, the science education community that we belong to, not just within ASE but also across the world.

As well as thinking back to the 2021 Conference, we can start to think ahead to the 2022 event. Due to the ongoing uncertainty around international travel, and the success of the online International Day, we have decided to run the International Day of the ASE Annual Conference 2022 as an online event. (Note that the other Conference days are planned to be held as a face-to-face event between 5th and 8th January 2022 at Sheffield, UK, with only the International Day being fully online.)

The International Day will be on Wednesday 12th January 2022 and the themes will be:

- Sustainability
- Assessment of science education
- Innovation in science education

We look forward to seeing you, albeit virtually.

Thank you to all the contributors to this issue, including our longstanding sponsor Gratnells, as by contributing you are supporting the work of ASE and providing research, reflection and discussion, which form the bedrock of our science education community.

Marc Neesam, Chair of the International Group and Editor of *ASE International*.
E-mail: international@ase.org.uk

ASE International August 2021

SPECIAL EDITION

Guest Editor: to be announced

For issue 13, which will be published in August 2021, we are inviting articles on the theme of 'Practical Work in International Science Education'.

Submissions can be focused on the rationale, practice, logistics, impact, future or any other aspect of practical science.

Submissions that include reflections of teaching practical science during the height of the pandemic remotely, or as schools reopened, will also be welcomed.

Articles are welcome from anyone involved in science education, particularly teachers from outside the UK.

Please ensure that you submit your article by June 4th so that it can be considered for inclusion and, if necessary, allow time for any edits to be actioned.

Please e-mail: janehanrott@ase.org.uk with your submissions or any queries.

