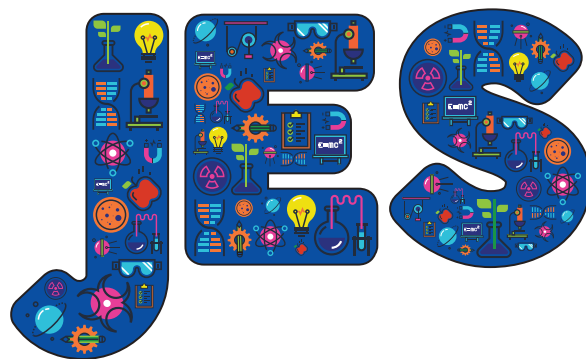


# Contents

Issue 27 November 2024



## Contributions

3. Editorial

## Original Research

5. **Using a behaviour change framework to develop an Early Years literacy and science project to support parental engagement**  
*Carol Davenport, Annie Padwick and Joe Shimwell*
15. **Can botanical folk tales help to reduce Plant Awareness Disparity and aid plant conservation efforts?**  
*Lily Harper and Kathy Fawcett*
28. **Improving argumentation: teaching doubt management to support primary students' evidence selection**  
*Mason Kuhn and Marine Pepanyan*

## Practitioner Perspective

38. **Dropping off a cliff or flying high? Primary-secondary transition**  
*Zoe Crompton, Zoe Hulme, Christine Siddall, Zoe Tarry, Josh Harper, Lynne Bianchi and Grace Marson*

## PSTT News

45. **PSTT's Regional Mentors: Empowering primary science education**

## Regulars

47. Contributing to JES
49. About ASE

### Editor:

Sarah Earle  
s.earle@bathspa.ac.uk

### Copy Editor:

Jane Hanrott  
janehanrott@gmail.com

### ASE Contact:

Will Hoole  
willhoole@ase.org.uk

### Cover Photo:

See article on page 45

### Publisher:

Association for Science Education (ASE)

©ASE 2024  
ISSN: 2046-4754

The Journal of Emergent Science (JES) is published by ASE in partnership with the Primary Science Teaching Trust (PSTT).

It is free to access for all.

