



● Sarah Earle



A warm welcome back to the *Journal of Emergent Science (JES)*. Regular readers may have noticed a little gap in the normal schedule while we agreed a plan for the next three years with ASE and the Primary Science Teaching Trust. We took this opportunity to shift the timeline for *JES* publication to November and April issues, to better match reader preferences evident in the download data. For those interested in contributing to future issues, please see Table 1 below for the new schedule.

Included in Table 1 is mention of reviewing, to both support authors in knowing what happens in between submission and publication, and also raising the profile of the essential role of the *JES* Editorial Board. The current list of Board members can be found in Table 2 below and thanks is given to them for their time in reviewing recent article submissions.

If you would like to join the group, then do get in touch via the e-mail below. Reviewing is a great way to find out about new research and consider alternative perspectives from other nations. I also find it very useful for developing my own writing and thinking!

Table 1. Journal of Emergent Science publication schedule from September 2024.

Submission to the editor	Review and updating	Publication
January	February/March	April
August/Beginning of September	September /October	November

Table 2. The *JES* Editorial Board.

Professor Coral Campbell	Deakin University, Australia
Dr. Sophie Franklin	Primary Science Teaching Trust, UK
Professor Ebru Ersay	Gazi University, Turkey
Dr. Marie Fridberg	Kristianstad University, Sweden
Joelle Halliday	Sheffield Hallam University, UK
Sally Howard	Oxford Brookes University, UK
Dr. Maria Kambouri	University of Reading, UK
Dr. Andy Markwick	University College London, UK
Dr. John Oversby	Science Education Futures, UK
Dr. Jennifer Rudd	Swansea University, UK
Dr. Gideon Sappor	University College London, UK
Dr. Alison Trew	Primary Science Teaching Trust, UK
Dr. Lucy Wood	King’s College London, UK

In addition to this invitation to the Editorial Board, I would also like to pique your interest in a new article type that will be exemplified in the next issue.

In an attempt to break down barriers in research, a more collaborative style of article is beginning to appear in publications such as *Postdigital Science and Education* (e.g. Jandrić *et al*, 2023).

A **Collective article** is designed to raise the voices of all involved, replacing the practitioner/researcher divide with a more communal endeavour, recognising all contributors in the list of authors. In our field, this moves teachers from the studied or 'done to' into a more powerful position, providing a sense of agency to tell their side of the story. This kind of article would not be appropriate for all studies, especially since it raises ethical issues around anonymity that would need to be considered before deciding on a collective article style.

The Practitioner Perspective article in this issue strays into this collective territory, with practitioners working with academics and all being named as authors. The Practitioner Perspective article type will continue to be listed as an option, to support those practitioners who, for example, would like to share their own research. The new Collective article category aims to provide an opportunity to a larger number of practitioners, who are not necessarily part of the same project, to each make short contributions. For example, in the next issue, I would like to present a range of viewpoints and experiences around the topic of **teaching primary science in mixed age** or composite classes. All are invited to send a short (e.g. 300 words) example from their setting, to be collated into a new Collective article for the April 2025 issue.

But first to this issue! We begin with **Carol Davenport, Annie Padwick and Joe Shimwell**, who describe their Me, You and Science Too (MYST) project to engage families with children aged 3 to 5 with story-based science activities. In their article on Botanical Folk Tales, **Lily Harper and Kathy Fawcett** explain how their study using podcasts with undergraduates provides an example of the way that stories can help to reduce Plant Awareness Disparity, making adults like us take more notice of plants and consider how to support this in children. In the third article in this issue, **Mason Kuhn and Marine Pepanyan** explain the importance of opportunities to consider doubt in order to support argumentation in primary school science. In the practitioner perspective article, **Zoe Crompton, Zoe Hulme, Christine Siddall, Zoe Tarry, Josh Harper, Lynne Bianchi and Grace Marson** describe examples from a collaborative project to build pedagogical and curriculum bridges for supporting and smoothing the transition from primary to secondary school.

We do hope that there is something for everyone in this 27th issue of *JES*, but if you feel that there is something missing, then do consider whether it is something that you could share from your context.

References

Jandrić, P., Luke, T.W., Sturm, S. *et al* (2023) 'Collective Writing: The Continuous Struggle for Meaning-Making', *Postdigit Sci Educ*, (5), 851–893. <https://doi.org/10.1007/s42438-022-00320-5>

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