



Editorial

■ Dr. Ade Magaji

Welcome to issue 11 of *ASE International*.

This issue comes to you on the eve of the ASE Annual Conference 2021, with International Day taking place on Wednesday January 6th.



Dr. Ade Magaji

Due to the ongoing pandemic, it will be an online conference, which will be packed with varied programmes and events on offer for all participants. While the format for engaging in the Conference may be different, we believe that you will enjoy it as much, if not more, than the usual face-to-face event. I, and the whole ASE International Group alongside the other ASE committees, look forward to meeting you at the Conference, so please join us in making this happen despite the pandemic. See the News pages in this issue for more information.

This issue has been put together to promote the importance of scientific literacy during the COVID-19 crisis and remind us all about the research around science capital. There is no doubt that everyone has been encouraged by the government to keep safe by adhering to guidelines from scientific advisers. This means that we must all engage with relevant information to help us overcome this pandemic. Therefore, students need

to be provided with the knowledge and understanding of scientific processes and how to make an informed judgement as to their positions in society, contribute to the economic and social wellbeing, and stay safe in these difficult times. As professionals, we also need to engage with relevant information to advance our practices just as we support our students. This makes this issue of *ASE International* an important contribution to this milestone.

This issue features a range of articles, from ***Reframing science education in light of the COVID-19 pandemic (Erduran)*** to *One year on – science capital in primary PGCE students: Factors influencing its development and its impact on science teaching (Jones & Spicer)*. The former highlights that students need to identify how scientists do science to understand the pandemic, and considers a rethink on how science is done in schools. **Jones and Spicer** discuss the role of science capital and its influence on teachers' confidence in teaching the subject. The development of subject knowledge, science capital, and the impact on confidence to teach the subject were all examined in this regard.

The concept of science capital is introduced in the first article by **Professor Louise Archer**, who explores the science capital teaching approach through a reflective framework that involves making small changes to existing practice. This re-orientates science lessons in ways that better connect with the reality of students' lives and experiences, especially in these current times. Science capital is also explored by **Trew et al** as they discuss the notion of introducing scientists to primary children, and a topical piece on biology and health literacy as framed by the pandemic is provided by **Fotou and Constantinou**.

Finally, we are pleased to include an article from Professor Justin Dillon, who will be presenting the keynote on the International Day for the 2021





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conference: 'Putting health and environment at the heart of science education', which is based on the provocative premise that science education has failed. The keynote links to the final article in this issue, republished with permission from the *Journal for Activist Science & Technology Education*, entitled ***Towards a viable response to COVID-19 from the science education community.***

We hope to see many of you virtually on International Day on Wednesday 6th January 2021. Please take care of yourselves.

Dr. Ade Magaji, Guest Editor and member of the ASE International Group, Senior Lecturer, University of Greenwich.
E-mail: A.Magaji@gre.ac.uk

BRITISH COUNCIL International School Award

The International School Award rewards schools that have shown a commitment to embedding international awareness and understanding within their class or school.

We encourage this by supporting schools in completing collaborative, curriculum-based work with a number of international partner schools, and involvement of the wider community.

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The International School Award is available in 16 countries and is well-regarded by school inspection bodies and ministries of education globally.

For more information, please visit:

<https://www.britishcouncil.org/school-resources/accreditation/international-school-award/about>



ASE International August 2021

SPECIAL EDITION

Guest Editor: to be announced

For issue 13, to 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.

We look forward to receiving articles from anyone involved in science education, particularly teachers from outside the UK.

Marc Neesam, Chair of the International Group and Editor of ASE International
Email: janehanrott@ase.org.uk

