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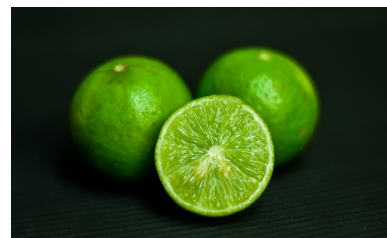
SSR in Practice

June 2023, 104(388)

The ASE's professionally reviewed journal for science education 11–19



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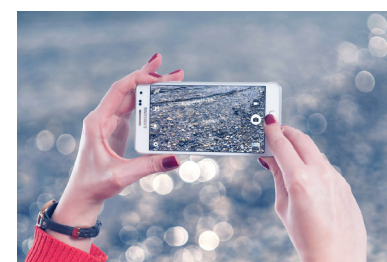


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Acknowledgements

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Newcastle upon Tyne); Holly Williams (Fulford School, York); Janet Williams (Mayflower High School, Billericay); Ralph Witcher, Peter Borrowes and John Tranter (ASE Health & Safety Group).

Special thanks for this issue go to: Andy Chandler-Grevatt (Case study lead and writing mentor); Alastair Gittner (Chair, Research Group); Jane Oldham (Chair, Technician Committee) and members of the ASE Health & Safety Group for their continued support with this new practitioner-focused journal.

Belated special thanks also goes to Lyn Haynes, who kindly acted as a writing mentor for the March 2023 issue of *SSR in Practice*. We apologise for omitting to thank her in the relevant issue.

Contributing to *SSR in Practice*

If you have an idea for an article for *SSR in Practice*, please submit your proposal using the form

<https://forms.gle/qpAj7TZ1XrLQxyrbA>

Writing outlines are available to support the writing of case study, practical idea and hinterland articles.

See www.ase.org.uk/submission-guidelines

SSR in Practice and *SSR in Depth* are published in October, March and June as a benefit of 11–19 membership of the Association for Science Education. They are also available on subscription from the ASE.

The contents of this journal do not necessarily represent the views or policies of the ASE, except where explicitly identified as such.

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ISSN 2755-256X

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- the requirements of UK health & safety law are observed;
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However, errors and omissions can be made, and employers may have adopted different standards. Therefore, before any practical activity, teachers and technicians should always check their employer's risk assessment. Any local rules issued by their employer must be obeyed, whatever is recommended in *SSR in Practice*. Unless the context dictates otherwise it is assumed that:

- practical work is conducted in a properly equipped laboratory;
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- any fume cupboard operates at least to the standard of CLEAPSS Guide G9;
- care is taken with normal laboratory operations such as heating substances or handling heavy objects;
- good laboratory practice is observed when chemicals or living organisms are handled;
- eye protection is worn whenever there is any recognised risk to the eyes;
- fieldwork takes account of any guidelines issued by the employer;
- pupils are taught safe techniques for such activities as heating or smelling chemicals, and for handling microorganisms.

For further guidance, please see page 3 of *SSR in Depth*.

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Cover photo by Ed Walsh

Editorial

Fiona Williams, *SSR* content editor



Welcome to the June issue of *SSR* and hello from me, the new content editor for *SSR*, working alongside the commissioning editor, Helen Harden. I gained my doctorate from Leeds University and spent a few years as a postdoctoral researcher and then as a teaching fellow. I then moved into secondary teaching as a class teacher, later becoming Head of Chemistry. For family reasons, I left the classroom and now work part-time in initial teacher education.

I am excited to be the content editor for *SSR* and look forward to guiding authors through the peer review, editing and proof stages of getting their articles published in *SSR in Depth* or *SSR in Practice*. Thank you to all who have submitted articles and have been patient with me while I become familiar with the various processes and people involved with the journal.

Science education covers a broad range of topics across the different disciplines, which means that there should be something relevant to everyone in *SSR*.

Environmental chemistry and green technologies are areas of growth in both society and schools. In *SSR in Depth*, Averil Macdonald discusses the importance of hydrogen as a clean energy source and how it can be used in a safe, practical and affordable manner, while Pramila Tanwar provides a study into the awareness by Delhi pupils of their own carbon footprint. On a similar theme in *SSR in Practice*, Ravina Winch shares a case study on her use of an eco-STEM club as a vehicle for an embodied cognition approach to environmental education and Martha Neugarten describes her work with the Environment Agency and her journey to this.

Science stories or hinterland (real-world science) are often used as a hook to entice the learner or to enrich teaching. Within *SSR in Practice*, Richard Brock *et al.* introduce a research project into the potential benefits or harms of using science stories in teaching. Any year 12 or 13 pupil in England can take part in the project. The data obtained will help the team to offer guidance to teachers on using stories in teaching. Using caffeine

as an example, Chris Graham shares a hinterland idea for teaching evolution, and the links that can be made with other biology subject areas when doing so.

In the area of practical work, borne out of the frustration of trying to source affordable live bacteria cultures, Jon Hale shares a simple and cost-effective alternative method for a commonly required microbiology practical. There are two articles on microscale or reduced scale electrolysis: Maureen Wade offers a simple set-up for electrolysis using a Tic Tac box and Elsa Tilston approaches the topic from an inclusion perspective. On the theme of inclusion, we learn about the Inclusion in Schools programme through a case study from a school in Rotherham. Keith Ross explores some scales that use logarithms, and looks at how we help our pupils to understand the pH scale.

In *SSR in Depth*, Anna Koumara and Panagiotis Koumaras explore Newton's work on hydrostatics and suggest ideas for teaching hydrostatic pressure as guided by Newton's work. Models are, undoubtedly, an important tool in the teaching and learning of concepts in science. However, these models can sometimes be hard for pupils to interpret and can lead to alternative understanding of a concept. Daniel Tan *et al.* discuss some barriers to learning that can be faced by pupils learning about the particulate nature of matter.

This is your journal. As such, we want to read about, and share in, your knowledge and practice. If you have never written for *SSR* before and are unsure whether your article idea is suitable then please get in touch with Helen at helenhardenase@gmail.com

Fiona Williams

Photography competition

We are excited to announce our first photography competition on the theme 'Light in the Natural World' (*SSR in Practice*, page 36). The closing date is early September so please take some pictures over the summer holiday and join in. We are looking forward to seeing the pictures and encourage everyone to participate.

For further articles you can access *SSR in Depth* online at www.ase.org.uk/SSR-in-depth/issue-388



All the weblinks mentioned in articles in this issue are listed in one convenient document available at www.ase.org.uk/ssr-resources

