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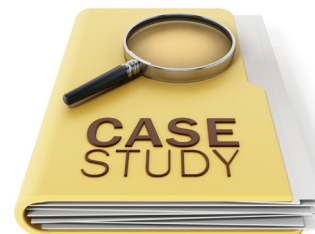
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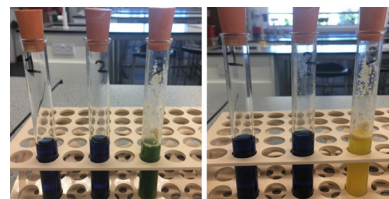
# SSR in Practice

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



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Working as an ecologist (p. 30)



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Becoming an author, reviewer or writing mentor (p. 36)

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## Contributing to *SSR in Practice*

If you have an idea for a case study, practical or hinterland article, please see page 36 to find out more about what is required and how to submit. If you have ideas for other types of articles, please send your suggestion (not a full article) to [ssreditor@ase.org.uk](mailto:ssreditor@ase.org.uk).

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## Health & Safety

For all practical procedures described in *SSR in Practice*, we have attempted to ensure that:

- the requirements of UK health & safety law are observed;
- all recognised hazards have been identified;
- appropriate precautions are suggested;
- where possible, procedures are in accordance with commonly adopted model risk assessments;
- if a special risk assessment is likely to be necessary, this is highlighted.

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;
- any mains-operated and other equipment is properly maintained;
- 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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# Editorial

Helen Harden and Pete Robinson, Co-editors of *SSR in Practice*



A key editorial decision for our inaugural issue was to include a headshot of the author of every article. This is because, behind every *SSR in Practice* article, is a teacher, technician, initial teacher education tutor, or someone working for a science education organisation or in a science-based career. *SSR in Practice* is only possible because of the contributions from ASE's member community and wider science education network.

We hope that the headshots will enable readers to put a face to a name and that, in time, through conferences, webinars and social media they may eventually get to 'meet' some of the authors. See the panel below for a list of authors presenting at ASE's 2023 Annual Conference and look out for your update emails to find out about ASE's many other regional conferences throughout the year. In the meantime, author *Twitter* handles and contact emails may be found in their author biographies.

Isobel Everest, whose droplet-art version of Van Gogh's *The Starry Night* features as this issue's centrefold, presented a session as part of the online 2022 Annual Conference's technician day. If you didn't make it to the online Annual Conference in January, or if you missed Isobel's presentation, an extract of her session is available as this issue's bonus video content.

I am immensely grateful to my Co-editor, Pete Robinson, for joining me in the production of this issue. We decided against using 'professional' headshots for this Editorial: both photos were taken during happy times spent in the great outdoors. I am sure that we are not alone among the readership of *SSR in Practice* in finding solace in the natural environment. It was therefore of huge interest to both of us to read Dr Richard Birch's account of a day in his life as an ecologist. We hope that this is an article that readers may wish to share with students to illustrate how a study of ecology can lead to an exciting career. For those teaching ecology to post-16 students, the *SSR in Depth* article by Jon Hale and Andy Nelson may be of interest. The authors present a strategy to improve student recognition of plant species ahead of field work.

We are particularly delighted that this issue includes our first ever article by a (then) Masters student, Rachel Chataway-Green, based on her project to design an olfactory titration method that is accessible to visually impaired students.

As a longstanding, active ASE member and now as Chair of the Association, I have many contacts within ASE's member community and beyond, but no single person and no editorial board can ever know everyone. This is why we are delighted to be launching the first phase of a new, more open process to enable teachers and technicians who have an idea for a case study, hinterland article or practical ideas article to submit a proposal. Please see *Get involved!* on page 36 for more details, as well as a call for reviewers and writing mentors.

We want to hear from you and discover the talent that is out there. Maybe, over the coming years, it will be your headshot that features at the top of *your own* published article?

Helen Harden

## ASE's 2023 Annual Conference

5th to 7th January, Sheffield Hallam University

For the first time ever, ASE is offering a selected programme of sessions live-streamed from Sheffield to wherever you are, on any device. See [www.ase.org.uk/aseconf23](http://www.ase.org.uk/aseconf23) for more details and to buy tickets for the face-to-face event or the live stream (with recordings). At the face-to-face conference, you can choose from over 300 sessions, including the following presented by authors from this issue of *SSR in Practice*:

- **Andy Chandler-Grevatt:** BERG 'I'll never look at moss in the same way again' Moss Safari and STEM
- **Dan Jones:** Interesting physics activities for early careers teachers
- **Rachel Chataway-Green and Zoe Schnepf:** Accessible chemistry experiments for pupils with vision impairment
- **Jo Foster (with Marcus Bernard):** To become a science superpower, we need to start with schools; How real research can be a game changer in your classroom

For further articles you can access *SSR in Depth* online at [www.ase.org.uk/SSR-in-depth/issue-386](http://www.ase.org.uk/SSR-in-depth/issue-386)



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

