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EDITORIAL

Editorial

As we delve into the March 2024 issue of the Science Education International, we are pleased to showcase a rich tapestry of research articles that highlight the breadth and depth of contemporary science education. Spanning across various countries and addressing a wide array of topics, these articles offer valuable insights and innovative approaches to enhancing science learning experiences.

The first article featured in this issue, "Examining Student Perception on Mobile Augmented Reality Integration, Gender Differences, Learning Styles, Feedback, Challenges, and Opportunities in an Online Physics Class" provides a fascinating exploration of the integration of mobile augmented reality technology into science education. This study from Philippines offers, valuable insights into how students perceive and engage with this immersive learning tool, shedding light on its potential to enhance learning outcomes. By examining gender differences, learning styles, and the role of feedback, this research contributes to our understanding of how to create inclusive and effective online learning environments.

The second article, "Examining the Mediating Role of science, technology, engineering and mathematics (STEM) Attitudes between STEM Pedagogical Content Knowledge and STEM Intra-Class Practice Self-Efficacy," offers a nuanced examination of the factors influencing STEM educators' self-efficacy. This study, conducted in Turkey, presents on the interplay between pedagogical content knowledge, attitudes toward STEM, and teaching efficacy, providing valuable insights for teacher training programs.

The Third article, another noteworthy contribution to this issue is the article titled "Hierarchical organization in concept maps: a way to explicit History of Science knowledge elaboration" Originating from Brazil, this study explores the use of concept maps as a tool for elucidating the History of Science knowledge elaboration. By examining the hierarchical organization of concept maps, the researchers offer a novel approach to integrating the history of science into science education curricula.

The fourth article, "Determining Science Education Students' Career Aspirations and Future Career Perspectives: A Narrative Inquiry" offers a deep dive into the career aspirations of science education students. Through narrative inquiry, researchers from Philippines uncover the diverse career trajectories and aspirations of aspiring science educators, highlighting the importance of career guidance and mentorship in the field.

The Fifth article, one of the featured articles in this issue, "Individual-Vocational and Societal dimensions of Relevance of Science Education," provides a comprehensive exploration of the multifaceted relevance of science education. Originating from Georgia, this study delves into the individual, vocational, and societal dimensions of science education, illuminating its broader impact beyond the classroom.

The sixth article from Brazil and Portugal, "The understanding of scientific inquiry by teachers in initial training: A comparative study between Brazilian and Portuguese undergraduates," researchers conduct a comparative analysis of science teacher training programs in Brazil and Portugal. This cross-cultural examination offers valuable insights into the understanding of scientific inquiry among undergraduate students, highlighting potential areas for curriculum enhancement and pedagogical training.

The seventh article, "A Digital Instructional Book: A Tool for Improving Students' Learning Outcomes on the Reduction and Oxidation Reactions" presents an innovative approach to enhancing student learning outcomes in chemistry education. Originating from Indonesia, this study explores the efficacy of a digital instructional book in improving student understanding of reduction and oxidation reactions, showcasing the potential of technology-enhanced learning tools in science education.

As editor of the Science Education International, I am proud to present this collection of research articles that showcase the global diversity and interdisciplinary nature of science education research. I hope that these insights will inspire educators, policymakers, and researchers to continue striving for excellence in science education and fostering the next generation of scientifically literate citizens.

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March Issue:

Exploring Diverse Perspectives in Science Education: Insights from Global Research