

## SCIENCE EDUCATION JOURNALS AND CITATION INDEXES: WHAT SHOULD WE DO?

*Dear readers and contributors of JBSE,*

We are now glad to release the second issue of the third volume. In this issue there are four articles, again from a diverse set of topics and regions of the globe. In the past seven years JBSE has become known by almost every colleague in our field. Thus, we are receiving an increasing number of manuscripts every month. We would like to take this opportunity and thank all of our authors and diligent reviewers.

We had gone through considerable difficulty to decide and choose articles for publication. We thank the members of the editorial board for doing the hard work in reviewing manuscripts and providing feedback to both authors and the editorial office.

As you'll see there are 4 articles published in this issue. Authors are from 4 different countries.

Considering increasing impact of modern technologies on everyday lives of all peoples, science education receives greater attention of both researchers general public than previously. This situation resulting in high number of manuscripts submission in this field and consequently the number of specialized journals also continuously increase. Unfortunately, the vast majority of science education journals are still not indexed in the most prestigious scientific database, the Social Sciences Citation Index (SSCI). From our point of view, only quality of published papers can help us to increase the number of SSCI journals in the field of science education. Thus, both contributors and editors together with referees in this situation have very difficult task, because only selection of best quality papers provides a chance to a journal to be indexed in SSCI. However, the main goal of a review process is not just dichotomously dividing papers on "Good" and "Poor" group, as it is currently common practice in top tiered science education journals which are swamped by papers from all over the world. Instead, we appeal on both referees for objective, but picky reviews, and editors for patience in providing another chance for paper re-submissions, especially for inexperienced authors. We suggest that this is the only way how to honestly increase the quality of published papers and reaching indexing our new science education journals in prestigious databases.

Anna Uitto (**Finland**), Fatma Aggul (**Turkey**), Janis Gedrovics (**Latvia**), Jari Lavonen (**Finland**), Erdal Sonmez (**Turkey**), Kalle Juuti (**Finland**), Mehmet Bahar (**Turkey**), Mehmet Yalcin (**Turkey**), Murat Ozel (**Turkey**), Metin Acikyildiz (**Turkey**), Pavol Prokop (**Slovakia**), Muhammet Usak (**Turkey**), Renāte Kalniņa (**Latvia**), Reijo Byman (**Finland**) and Veijo Meisalo (**Finland**).

Below you will find a brief description of each paper.

**Science student teachers' ideas of the heart:** *The aim of this study was to find out the level of science student teachers' understanding about the internal structure of the heart.*

**Investigation of effectiveness of demonstration-simulation based instruction in teaching**



**energy conservation at 7<sup>th</sup> grade:** *This study aimed to explore the effect of teaching through demonstration-simulation on students' achievement of energy conservation in comparison with traditional teaching.*

**System for the organization of multi-level independent work aimed at modern mastering of chemistry in vocational education:** *One of the most topical education tasks today is to provide an individual with a systematic self-managed learning possibility, through activating his/her reasoning potential and developing independent research work skills. The article deals with a system model of multi-level independent work organization concentrated on student's learning and research activity in close interaction with the chemistry subject's content.*

**Students' motivational orientations and career choice in science and technology: A comparative investigation in Finland and Latvia:** *This paper examines lower secondary school students' motivational orientations on the characteristics of science and technology occupations. The survey data of 9<sup>th</sup> grade students were collected in spring 2003, in Finland from 75 schools (3626 students) and in Latvia from 39 schools (1065 students).*

Please consider submitting reviews also for publication in JBSE. In this way we can contribute to the dissemination of our colleagues' works and be well informed about them. Please write and let us know what you think about JBSE. We will always appreciate your thoughts and comments and be glad to share them with our readers. Now, the time is to go through the pages of the journal. We hope you'll find JBSE as a valuable resource for yourself and consider contributing in the future in different capacities.

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