

**CONTENTS****Editorial**

<b>DEEPFAKE IN SCIENCE EDUCATION. WHY NOT?</b> Uladzimir Slabin	416
--	-----

**Articles**

<b>CONTRIBUTIONS OF EPISTEMOLOGICAL BELIEFS ON ENERGY LITERACY IN LOWER-SECONDARY SCHOOL STUDENTS IN TURKEY</b> Semra Ayata, Görkem Oylumluoğlu, Muhammet M. Alpaslan	421
--	-----

<b>THE READINESS TO USE AI IN TEACHING SCIENCE: SCIENCE TEACHERS' PERSPECTIVE</b> Sameera Alshorman	432
--	-----

<b>EXPLORING THE IMPACT OF HISTORY OF SCIENCE TEACHING ON SCIENCE PROCESS SKILLS, KNOWLEDGE OF SCIENCE CONCEPTS, AND ATTITUDES TOWARD SCIENCE</b> Mustafa Cansız	449
---	-----

<b>PRE-SERVICE SCIENCE TEACHERS' KNOWLEDGE AND SKILLS BACKLOG PERPETUATED BY EMERGENCY REMOTE TEACHING</b> Hlologelo Climant Khoza	464
---	-----

<b>CLIMATE CHANGE AWARENESS DIFFERENCES AMONG PRIMARY SCHOOL STUDENTS IN KOREA AND INDONESIA</b> Seongun Kim, Sungman Lim, Kwangho Lee, Ari Widodo, Soyoun Yun	476
---	-----

<b>DEVELOPMENT AND APPLICATION OF AN INSTRUMENT FOR ASSESSING UPPER-SECONDARY SCHOOL BIOLOGY TEACHERS' PEDAGOGICAL CONTENT KNOWLEDGE OF SCIENTIFIC THINKING</b> Shan Lin, Jian Wang	495
--	-----

<b>MODELING THE FACTORS INFLUENCING SECONDARY STUDENTS' PERFORMANCE IN STEM SUBJECTS</b> Nasser Mansour, Mustafa Çevik, Ali Yağcı, Sarah Bader Mohsen Alotaibi, Heba EL-Deghaidy	518
---	-----

<b>THE INFLUENCE OF EXTRACURRICULAR ACTIVITIES ON THE INTEREST OF CZECH AND FINNISH STUDENTS IN BIOLOGY</b> Ina Rajsiglová, Viktorie Poneszová, Milada Teplá	536
---	-----

<b>ALIGNMENT BETWEEN CURRICULUM STANDARDS AND ASSESSMENT IN UNDERSTANDING CHEMICAL REACTION PRINCIPLES AT UPPER-SECONDARY SCHOOLS</b> Peiyao Tian, Yanhua Fan, Daner Sun, Yan Bai	550
--	-----

<b>RECORDED VIDEO VERSUS NARRATED ANIMATION IN TEACHING PHYSICS PROBLEM-SOLVING: THE INFLUENCE OF PROBLEM DIFFICULTY LEVEL</b> Yajun Wei, Xiaotong Chen, Yi Zhong, Guangyi Liu, Mengjun Wang, Feipeng Pi, Changhong Li	570
---	-----

**Information**

<b>INFORMATION FOR CONTRIBUTORS</b>	588
-------------------------------------	-----

<b>6<sup>th</sup> INTERNATIONAL BALTIC SYMPOSIUM ON SCIENCE AND TECHNOLOGY EDUCATION</b>	589
--	-----

