## CONTENTS

## Editorial

WHAT AND WHO INSPIRED ME TO BECOME A SCIENTIST AND FURTHER A SCIENCE EDUCATOR?	
Georgios Tsaparlis	180
Articles	
MODERATOR EFFECT OF MOBILE LEARNING ON STUDENTS' ACHIEVEMENT IN PHYSICS: A META-ANALYSIS	
Wahyu Dilla Abdullah, Adilah Afikah, Ezi Apino, Supahar Supahar, Jumadi Jumadi	187
IMPACT OF AI ROBOT IMAGE RECOGNITION TECHNOLOGY ON IMPROVING STUDENTS' CONCEPTUAL UNDERSTANDING OF CELL DIVISION AND SCIENCE LEARNING MOTIVATION Pei-Yu Chen, Yuan-Chen Liu	208
<b>DEVELOPMENT AND EFFECTIVENESS OF THE E-SKY MODULE BASED ON PBL IN THE TEACHING AND FACILITATION PROCESS OF EARLY SCIENCE</b> Azam Ghazali, Zakiah Mohamad Ashari, Joanne Hardman, Allif Abu Yazid	221
EXAMINING PHYSICS TEACHERS' DOMAIN-SPECIFIC PEDAGOGICAL CONTENT KNOWLEDGE COMPONENTS IN LESOTHO SECONDARY SCHOOLS  Nthoesele Hlaela, Loyiso C. Jita	240
·	240
CURRICULUM DEVELOPMENT BASED ON AN INTERDISCIPLINARY CONTEXT-BASED LEARNING APPROACH IN THE CONTEXT OF ELECTRICITY AND MAGNETISM Onur Yalçin, Fatma Sadik	260
	200
TOWARDS EFFECTIVE ARGUMENTATION: DESIGN AND IMPLEMENTATION OF A GENERATIVE AI-BASED EVALUATION AND FEEDBACK SYSTEM Hunkoog Jho, Minsu Ha	280
CONCEPTUAL DEVELOPMENT OF 7TH GRADE STUDENTS PROVIDED INQUIRY BASED	
GEOSCIENCE EDUCATION Gunes Keskin Cevik, Hikmet Surmeli	292
DEVELOPMENT OF AN INQUIRY ACTIVITY MODEL EMPHASIZING THE REPRESENTATION OF PRIMARY SCIENCE TEXTBOOKS	
Soyeon Kim, Jung Bog Kim	315
EVALUATING THE IMPACTS OF NTC LEARNING SYSTEM ON THE MOTIVATION OF STUDENTS IN LEARNING PHYSICS CONCEPTS USING CARD-BASED LEARNING APPROACHES	
Bojan Lazarevic, Maja Stojanovic, Jelena Pisarov, Nemanja Bojanic	331
MENDELEEV'S PORTRAYAL AND MENDELEEVIAN EPONYMS IN CHEMICAL EDUCATION: SIC TRANSIT GLORIA MUNDI	
Uladzimir K. Slabin	352
THE INQUIRY ETHNOBOTANY LEARNING MODEL: AN INSTRUCTIONAL DESIGN MODEL TO ENHANCE STUDENT ENVIRONMENTAL LITERACY Endang Sri Lestari, Sajidan Sajidan, Fitria Rahmawati, Meti Indrowati	277
	3//
THE PREDICTION OF SCIENCE ACHIEVEMENT WITH SCIENCE IDENTITY AND SCIENCE LEARNING SELF-EFFICACY AMONG CHINA'S UPPER-SECONDARY STUDENTS	200
Jian-Bo Zhu, Yu-Zhou Luo	390
Information	
INFORMATION FOR CONTRIBUTORS	411

