



Editorial

International Journal of Science Educators and Teachers (IJSET): A Mechanism of Sharing Global Knowledge

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Regarding constructivist point of view, von Glasersfeld's concept of viability allowed us to learn the alternative theory of knowledge. Knowledge is viable because of its coherence with other understandings and its compatibility with experience. Viability is determined with respect to those actions which facilitate the attainment of goals in the social contexts of action (von Glasserfeld, 1993; Tobin and Tippins, 1993). Constructing meaning is therefore influenced by culture on the generation of knowledge and learning process (socio-cultural view). To addresses the socio-cultural approach into researchers' learning according to the view of Vygotsky, the construction of knowledge requires cultural tools as mediated action. The mediation is understood as the tools that provide the link between the concrete action carried out by individuals and groups; and cultural, institutional, and historical setting (Wertsch, 1995). To observe how the 'mediation' is employed within socio-cultural activities; Rogoff (1995) suggested that observing should engage in the developmental processes with three plans of analysis as (1) apprenticeship, (2) guided participation, and (3) participatory appropriation. The metaphor of apprenticeship involves active individual participating with others in culturally activity. The culturally activity has purpose to develop the less experience people becoming the mature participation in the activity. The viable construction of knowledge and ideas of practices and research, therefore, would be generated through socialization. Cultural activities of presenting research in local, national and international conferences and is published in books, monographs, and professional journals are mechanism for socialization. The development of good researchers should be situated in these kinds of socialization activities.

The *International Journal of Science Educators and Teachers (IJSET)* would be proudly a vehicle of sharing global knowledge. Opening a stage to share the world science education research and practices; the journal may support science educators to find new issues for research in science education. The IJSET is supported by

National Research Council of Thailand (NRCT) and Science Education Association of Thailand (SEAT) with aiming to support socialization activities regionally and internationally. The IJSET may bring together oversea and local science educators, Thai science teachers, and graduate science education students. The exchange of ideas will contribute greatly to research community and future generations. However, one must not think of the socialization of educational research as being only centred on English language countries. This journal is supportive in a concrete way for those authors whose first language is not English.

In fact, there are growing numbers of research papers in English from non-English speaking countries in the past ten years. The IJSET, therefore, would provide a platform for non-native English speaking researchers to participate in a so-called culturally social activity by sharing their fruitful research findings to science education community. In order to establish a new community of knowledge sharing, the IJSET would try her best to step forward to a quality international journal. The editorial board consisting distinguished science educators who have embedded themselves in various cultural settings were invited to work collaboratively and critically for the IJSET journal. Members of its editorial board may facilitate the researchers from diverse cultures to share and learn their view of effective teaching and learning science.

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