

Research in Science & Technological Education publishes original research from throughout the world dealing with science education and/or technological education. The journal publishes articles on psychological, sociological, economic and organisational aspects of science and technological education, as well as evaluation studies of curriculum development in these fields. Its main aim is to allow specialists working in these areas the opportunity of publishing their findings for the benefit of institutions, teachers and students.

The Editor would like to explore the following themes in future issues of the journal:

- ❖ **Working Memory Space and Problem Solving** – The nature of school sciences and the way they are usually set in syllabuses demands the handling of conceptual ideas at a very early stage in the curriculum. To grasp conceptual ideas requires the holding and manipulation of considerable amounts of information. If the learner cannot do this owing to working memory space restrictions, he/she has to resort to memorisation or an algorithmic type approach which some learners find demotivating. Articles are sought which explore this issue further, including research on restructuring learning situations to minimise working memory demand.
- ❖ **Learning Styles** – Associated with memory demand are field dependency/field independency, information processing indices and learning styles. Each of these can be reliably measured and when applied to learning situations in science and technology, could inform practice. Articles are sought from those working in these areas.
- ❖ **Higher Education** – Articles are sought which discuss the teaching and learning of science (any science) at undergraduate and postgraduate level, including research in attitude measurement, assessment methods and in particular, cases where intervention promotes understanding.

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