

## EDITORIAL

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After three pilot years under the aegis of the publisher ELSEVIER, *Progress in Science Education* is taking off thanks to CERN's open access publishing platform and the financial support of Swiss universities and partner institutions.

*Progress in Science Education* is aimed primarily at young researchers wishing to publish their first research results in a peer reviewed journal. With this in mind, this new issue of *Progress in Science Education* proposes the setting up of a research question by Rebecca Cors et al., dealing with secondary school students' connection to novelty in the context of scientific activities carried out in the context of out of school learning programs. Sandro Gössi et al. are interested in another form of support for secondary school teachers in the field of science education, by offering an evaluation of 120 educational web servers and on this basis an empirical tool of analysis of such

web servers. Cedric Loretan et al. propose in their paper a state of the art as well as the first elements of reflection resulting from an ongoing thesis work on the effects of semi-quantitative reasoning in science learning in secondary school. Benjamin Tempel et al. address the issue of model competence and their teaching in chemistry and biology lessons. Based on an exhaustive systematic review the authors present and discuss a series of cross-school and subject-specific skills for teaching model competence.

This new issue of *Progress in Science Education* is an opportunity to introduce a new category of papers under the title of "theory based practice report". Wishing to strengthen the transfer between the results of science education research and practice, this category is also an opportunity to lay the foundation for future research questions.