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Special Issue Foreword

TUSED Covid-19: The Effects of Covid-19 on Science Education

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Suddenly entering our daily life, the word 'pandemic' and its meaning has already been deeply rooted in our minds. Although various cultures and regions have their own distinctive milestones throughout history, the 2019-Covid pandemic has become one of the common milestones for the most in the world. The Covid-19 pandemic caused many changes in our daily life routines including health care, education system, social life, work, and private life. With the start of the COVID-19 pandemic, some of the technological tools entered into our lives excessively otherwise could have been happened at a slower pace. For example, in the past one and half years, many students at all levels have been taking all of their classes online and with the use of technological devices. If this was a temporary situation we may have had just ignored the excessive use of technology in every aspect of our daily life, especially in education. However, it seems that this is not the case. World Health Organization (WHO)'s statements suggest that we might not go back to the 'normal' before Covid-19 has started and some of the current circumstances will become our new 'normal'. Therefore, many researchers across the world focused on the effects Covid-19 pandemic on human life. One of the issues that researchers are most concerned about is how education is affected by circumstances brought by Covid-19.

This special issue of Covid-19 aims at bringing some insights to researchers, teacher educators, teachers, and prospective teachers on how this period of time has affected and will shape, specifically, science education on students at various levels. Papers on this special issue are from various countries and educational levels, and they present how science education has been shaped by the sudden and extensive pandemic. As the special issue editors, we hope that this special issue brings some insights in this sense.

We would like to thank the authors who contributed to this special issue and widened our views on this topic. Moreover, we would like to offer our special thanks to the reviewers who contributed highly. Finally, we would also like to thank Prof. Dr. Salih Çepni, as the chief editor of this journal, for his encouragement and support in the publication of this special issue.

Special Issue Editors.