

# Science & Children

## Upcoming Theme

Does the following theme not fit your idea? Don't let that stop you from writing!  
We always make room for good manuscripts on any elementary science topic.

Issue: JANUARY/FEBRUARY 2025

Theme: **Hard-to-Teach Concepts**

Deadline: **May 1**

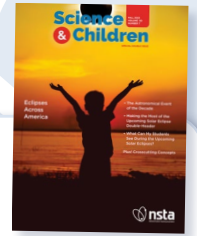
When teaching science concepts, educators often face the daunting task of translating complex ideas into accessible and engaging experiences for young learners. Some concepts lend themselves to direct observation and early discovery, while others remain elusive, demanding abstract visualizations or hard-to-replicate scenarios. Persistent misconceptions further compound the challenge, as does requiring students to focus on complex terminologies without allowing them to develop fundamental understandings. Including engineering exacerbates these challenges, as students may lack the necessary hands-on experiences to evaluate effective strategies and critique design plans.

How do we transform the seemingly infinitesimal or extraordinarily vast into manageable experiences for our young learners? How can we transform abstract topics into tangible, relatable experiences? These questions underscore the need to strengthen students' foundational knowledge in areas that traditionally pose barriers.

In response to this challenge, *Science and Children* invites submissions exploring innovative strategies and methodologies to demystify challenging concepts in science education.

Article suggestions for this issue include, but are not limited to, the following:

- Propose inventive approaches to simplify traditionally challenging scientific concepts, making them accessible and memorable for students. Share anecdotes of successful implementations and highlight critical strategies.
- Share the practical application of technology and computer-supported learning tools in elucidating challenging ideas in science and engineering.
- Present strategies for empowering young learners to confront and overcome their preconceptions or enduring misconceptions. Offer practical teaching techniques for guiding students through dispelling mistaken beliefs and fostering deeper understanding.
- Examine how preservice teachers can be equipped to navigate challenging concepts in science education. Share innovative approaches and pedagogical frameworks that prepare educators to teach complex topics effectively.
- Recognizing the pivotal role of early years and elementary educators, many of whom may lack a background in science. Offer suggestions and resources to enhance their scientific literacy to build a deeper understanding of the science curriculum.



### Audience

- PreK-5 teachers
- University faculty
- State and district supervisors and leaders

### Schedule

Six times a year

### Formats

Print and e-journal

### About the Journal

Science and Children is an award-winning, peer-reviewed, practitioners' journal. Subscribers are members of the National Science Teaching Association who select it as their preferred journal. We hope you will consider writing a manuscript for Science and Children to interest our readers and enhance preschool and elementary science teaching. NSTA offers no remuneration for published articles.

### Questions?

Contact managing editor  
Valynda Mayes at [vmayes@nsta.org](mailto:vmayes@nsta.org).

Enhance preschool and elementary science teaching with your experience.

[Submit a Proposal](#)