

# 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.



### 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).

Issue: SEPTEMBER/OCTOBER 2025

Theme: **Empowering Student Voice**

Deadline: **December 1, 2024**

Who is really driving the learning in your classroom? Most likely, it's you, the teacher. But imagine the untapped potential of your students—their ability to lead discussions, plan the next steps, and evaluate options. When we shift our perspective and view learning as a dynamic, interactive process, we unlock a crucial component: the students themselves. What are they thinking? What questions do they have? The learning process can empower them, transforming them into active participants rather than passive recipients.

Picture yourself stepping into a researcher's role in your own classroom, observing as your students interact with another teacher. Take notice of who dominates the conversation, what kinds of responses are encouraged, and how students communicate with each other. As an educator, you have the power to create an environment where every voice is heard and where students are encouraged to act as experts, consultants, partners, or collaborators. This active engagement is one of the most effective ways to learn, and it's a role that only you, the teacher, can facilitate. So, how are we harnessing student curiosity and expertise in the science classroom to encourage all voices to be shared and heard?

In this issue of *Science and Children*, we aim to explore strategies to increase and empower students' voices. Article suggestions for this issue include, but are not limited to the following:

- Share a lesson in which incorporating a communication strategy (e.g., Socratic circles, content-focused conversations) has significantly enhanced student thinking and learning.
- Provide evidence for the effectiveness of increasing students' critical thinking skills through enhanced "talk time" in the classroom.
- Describe how providing a structure for student discourse maximizes instructional time by converging math and ELA with specific science content.
- Share how a reliable, well-tested science lesson has been improved through the implementation of student discourse.
- Compare and critique classroom conversation strategies used to enhance critical thinking skills and promote student voice within the framework of a science lesson.

Enhance preschool and elementary science teaching with your experience.

[Submit a Proposal](#)