



Evidence-Based Visions and Changes in Chemical Education

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Message from the Guest Editors

Dear Colleagues,

For this Special Issue, entitled Evidence-based Visions and Changes in Chemical Education, we are inviting submissions from the chemistry education community exploring recent advances in chemical education research. There is a need for research demonstrating evidence-informed and excellent practice in the field of chemistry education to enhance the learning and teaching of chemistry on all levels, not only in schools. We are looking for authors to share their work on innovations in chemistry education and describe the effects of these innovations on learning chemistry and related practices, thus enhancing and assessing the understanding of conceptual chemistry, perceptions towards learning chemistry, and the professional development of chemistry teachers. Manuscripts may cover a number of topics, including, but not limited to: pedagogical methods, assessment of effective methods of teaching and learning, online learning, preservice professional development, preservice teacher education programs and policy, chemistry education reforms and large-scale innovations in chemistry education, inquiry-based chemistry learning and teaching and so on...





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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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