



Physical Education: Teaching and Learning

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closed (31 July 2024)

Message from the Guest Editors

This Special Issue seeks to provide a forum for high-quality research, which contributes important and innovative insights into teaching and learning in Physical Education (PE), as well as addressing new scientific perspectives and evidence-based practices in PE.

We aim to develop public pedagogies and knowledge in the interests of critical educational intervention. For this reason, we look forward to receiving high-quality original research studies (e.g., longitudinal, randomized control trials; mixed methods; qualitative; systematic reviews; and meta-analyses) focused on PE and PETE. We encourage contributions addressing core problems in PE related to learners' experiences, pedagogy, inclusion, policy, and evidence-based practice. Although studies related to the promotion of healthy habits within PE are welcome, priority will be given to the following topics that need further research within PE: 1) teaching and learning PE school-based implementation and interventions; 2) outcomes associated with the use of different pedagogical models and formative assessment in PE; and 3) innovative teaching and learning methods used in the context of PE.





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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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