

Special Issue

Challenges to Improving Outcomes in K-12 and Postsecondary Systems: Acknowledging the Elephants in the Room

Message from the Guest Editor

An unspoken element in education, perhaps the largest elephant in the room, are the many erroneous beliefs concerning causal factors in the success or failure of school systems. How can educational research impact these belief structures? More specifically, given the plethora of research on improving school systems, teacher quality, and student outcomes, why are researchers and parents polarized between two beliefs (i.e., the school systems are either amazing or disappointing). Is this schism driven by social perspectives, methodological anomalies, or agenda-driven policy models integrated in published educational manuscripts? The goal is to identify where evidence, or its quality, contributes to suspect conclusions and recommendations in educational research. The authors will emphasize the use of empirical and replicable research methods to examine their selected topic to develop evidence-based policy and intervention recommendations that are transferrable and replicable within school systems.

Guest Editor

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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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