

Special Issue

The Impact of Inquiry-Based Science Teaching in Secondary Schools

Message from the Guest Editors

IBST is the subject of a great deal of research. However, the merits of this type of teaching approach are hardly debated, with some publications arguing that IBST is superior to more direct, explicit teaching in terms of learning, or that they should be combined. But what kind of learning are we really talking about? If we consider that the stakes of science learning are centered on a better understanding of science by the learner and the training of scientists, three aspects need to be developed: learning science, learning about science and learning to do science. This Special Issue of *Education Sciences* aims to reflect current work investigating the impact of IBST on secondary school students' learning of science in and out of the classroom. Potential topics include the following: pedagogical interventions; analyses of teacher and student practices, taking into account student diversity, including linguistic diversity or special education; outdoor education; the development of student autonomy; student argumentation and creativity; student cooperation; student motivation for science; and relationships between student learning and teacher guidance and/or task type.

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About the Journal

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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