

Special Issue

Boundary Objects and Practices in Educational Contexts

Message from the Guest Editors

The aim of this Special Issue is to look in-depth into the dynamics triggering cross-boundaries between different learning contexts. Moving from one context to a different one does not have to be necessarily a physical action. Crossing boundaries is an intellectual act that “forces” a social and cognitive re-organization not only in terms of knowledge and skills but also in terms of a redefinition of the self. This is not a simple act. Involving a community in the construction of significant objects supports the move from one context to another one; both are interested in the object built. This Special Issue is devoted to experiences of cross-boundaries. The common background is represented by the theoretical approach, always routed into constructivism, although different declinations are possible in each paper. We wish to offer to the readers a wide array of cases in which different types of participants are involved in joint activities aimed at the construction of a boundary-crossing object. The processes and the dynamics involved are analyzed so to unpack the various dimensions impacting and impacted.

Guest Editors

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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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