

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

Dr. Giuseppe Ritella

Department of Psychology, University of Campania Luigi Vanvitelli-Viale Ellittico, 31-81100 Caserta, Italy

Prof. Dr. Maria Beatrice Ligorio

Department of Educational Science, Psychology and Communication, University of Bari Aldo Moro, 70121 Bari, Italy

Deadline for manuscript submissions

closed (30 November 2023)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/154260

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Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

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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.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's
University Belfast, Belfast BT7 1NN, UK

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