

Special Issue

Teaching and Learning in Physics: An Inquiry-Based Perspective

Message from the Guest Editor

- The Special Issue introduction includes the background and the importance of this research area.

The importance that has been attached to inquiry-based physics education has meant that much research has been pursued on this topic in an effort to inform on the outcomes of an inquiry-based approach to teaching and learning, the extent of implementation, factors enabling and inhibiting inquiry, and teacher and learner perceptions of inquiry. This Special Issue provides a forum for research on an inquiry-based approach to physics education at the school level.

- The aim and scope of the Special Issue shall be highlighted.

We invite empirically based studies in physics education that relate, for example, to students' and teachers' perceptions and understandings of inquiry, classroom studies on the enactment of inquiry, learning outcomes of an inquiry-based approach to physics teaching, innovative approaches to inquiry-based teaching and so on.

- Suggested themes shall be listed.
- Inquiry-based approach to physics education.

Guest Editor

Prof. Dr. Umesh Ramnarain

Department of Science and Technology Education, University of Johannesburg, Johannesburg 2006, South Africa

Deadline for manuscript submissions

closed (1 December 2023)



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Education Sciences
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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