

Special Issue

Technology-Embedded Scientific Inquiry Practices

Message from the Guest Editor

Technology-embedded scientific inquiry practice improves students' technology and scientific inquiry abilities and fluency (Ebenezer et al., 2011). Because of these scientific inquiry learning outcomes, a Special Issue on science teachers engaging K–12 students in technology-embedded scientific inquiry studies is timely and relevant. Scientific inquiry refers to how scientists observe, examine, and analyze the natural world (Pedaste et al., 2015). Scientific inquiry also encompasses how scientists generate, propose, and explain arguments, illustrations, and concepts (Nargund-Joshi et al., 2013). These attributes of scientific inquiry incorporate three hallmarks: conceptualization, investigation, and communication (Ebenezer et al., 2011). Based on empirical evidence, *Education Sciences* invites science education scholars to submit various manuscripts on “Technology-Embedded Scientific Inquiry Practices”. We encourage empirical, theoretical, and policy studies focusing on science teachers who engage students through technology-embedded scientific inquiry practices that are standard and innovative.

Guest Editor

Prof. Dr. Jazlin Ebenezer

College of Education, Wayne State University, 5427 Gullen Mall, Detroit, MI 48202, USA

Deadline for manuscript submissions

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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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