

Special Issue

Paving the Way for Quantum Education in K-12

Message from the Guest Editors

This Special Issue will explore how quantum education can be meaningfully embedded within school curricula, teacher education, and informal learning settings. We welcome contributions that will advance our theoretical, pedagogical, and empirical understanding of how young learners grasp abstract quantum phenomena, as well as how educators can foster engagement through inquiry, visualization, and computational tools. **Suggested themes include the following:**

- Curriculum design and pedagogical models for quantum education in K-12;
- Quantum literacy tests (and other quantum assessment tools) in K-12;
- Teacher professional development and quantum literacy frameworks;
- Quantum thinking, reasoning, and cross-disciplinary learning;
- Learning technologies, games, and simulations for quantum concepts;
- Assessment of quantum understanding and conceptual change;
- Philosophical and educational implications derived from the emerging quantum paradigm (quantum mindset).

Guest Editors

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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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