

Special Issue

Physics Education–Educational Design from the Very Small to the Entire Universe

Message from the Guest Editor

Dear colleagues, The aims and scopes of physics education research (PER) have grown considerably wider in the past few decades, but a privileged place is still occupied by the design, testing and evaluation of content-based learning environments, interventions, and resources. For this reason, I am now inviting you, respected colleagues who I believe share an interest for educational design in Physics, to contribute to this Special Issue. The ideal contribution to the Special Issue, in consonance with the standards of the most recent research in the field, should have a solid grounding in research paradigms for educational design, and contain an extended discussion of how the choice of a framework has guided the design process. Furthermore, descriptions of learning interventions, environments, and materials should contain an evaluation of their effectiveness, with specific goals, and clear and unambiguous criteria to decide whether the objectives have been indeed met or not, and how research will proceed in either case. Examples from all levels of instruction, from K12 to university, will be considered. I look forward to receiving your contributions.

Guest Editor

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Deadline for manuscript submissions

closed (30 September 2023)



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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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