

Special Issue

Inquiry-Based Learning and Student Engagement

Message from the Guest Editor

The Special Issue aims to showcase innovative research, theoretical advancements, and practical strategies for integrating science inquiry with student engagement. Including innovative teaching practices, the role of technology, teacher education, assessment strategies, equity and inclusion, environmental education, and cross-disciplinary approaches. The Special Issue seeks to offer insights into designing and implementing effective inquiry-based science education that motivates students and improves learning outcomes. Suggested themes:

- Innovative Practices in Science Inquiry to Promote Engagement
- Assessing Engagement in Inquiry-Based Science Education
- The Impact of Teacher Facilitation on Student Engagement
- Collaborative Inquiry and Peer Learning
- The Influence of Classroom Environment on Inquiry Engagement
- Challenges and Barriers to Engaging Students in Science Inquiry
- Cultural and Contextual Factors in Science Inquiry Engagement
- Integrating Technology and Digital Tools in Science Inquiry
- Large-scale Survey Studies on Engagement in Science Inquiry

Guest Editor

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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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