

Special Issue

Crosscutting Concepts in Science Education – Expectations, Challenges and Innovations

Message from the Guest Editors

The idea of introducing concepts that are used across all scientific domains to science education is rather old and can be traced back to the late 1980s and has many facets. From the content point of view, it has been claimed that crosscutting concepts provides an organizing schema for interrelating knowledge from various science fields into a coherent and scientifically based view of the world. From the learning perspective, the knowledge of crosscutting concepts is expected to enrich students both intellectually and practically when addressing phenomena faced in different disciplinary areas. This view entails a thorough deliberation of what we mean by coherence in the context of teaching crosscutting concepts. The Special Issue aims at covering the current (and possible future) expectations and challenges in introducing crosscutting concepts. Moreover, we open this platform for research-based educational innovations regarding teaching or assessing the knowledge of crosscutting concepts.

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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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