

Special Issue

Triggering Motivation through Play and Curiosity

Message from the Guest Editors

In this Special Issue, we aim to investigate the ways in which play and curiosity have a role in education. Thus far, in educational research, the focus has often been on motivating students to perform predefined school tasks that are not intrinsically motivating per se. Play is intrinsically motivated: when children get the opportunity, they will play. Furthermore, a playing child is interested to see “what happens if...” and is not occupied with reaching an extrinsic goal. Play is an essential part of the social, emotional, creative, and cognitive well-being of children¹. The right to play is part of the UN convention on the rights of children.¹ E.g. Barros, R.M., Silver, E.J., Stein, R.E.K. (2009). School Recess and Group Classroom Behavior. *Pediatrics* 123 (2), 431–436. 10.1542/peds.2007-2825

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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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