

Special Issue

Integrating Technology into K-12 Science Education

Message from the Guest Editor

Digital technologies can offer powerful tools to support science teaching and learning. While many teachers derive little educational benefit from them, their potential to assist in the creation of more student-engaged, stimulating, and intellectually challenging (e.g., epistemic learning) learning environments is recognized. These technologies thus give rise to a problem for science education research: how can teachers use and orchestrate these tools to improve students' learning in terms of engagement and higher-order thinking skills development? This upcoming Special Issue of *Education Sciences* aims to present an overview of the latest research on how to integrate technology in K-12 science education practices in order to promote high levels of students' engagement and higher-order thinking skills. Studies are also welcome that focus on the non-formal contexts of science education in which technology plays an important role or on aspects of the connection to national curricula.

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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