

Special Issue

Innovation in Kindergarten and Primary School Teacher Education in Physical Sciences

Message from the Guest Editors

In this Special Issue, we wish to address innovative developments of Primary Physics Teachers Education, mindful of the dual sense of the term Primary. Primary as addressed to children when they build their primary understanding of the world, and primary as referring to concepts at the roots of scientific thought and action. This means, in particular, that issues and themes related to the science itself will always be embedded in the lifeworld of a young learner. This places a burden on us as educators of student teachers to be mindful of the connections of physical science with other natural sciences, health science, engineering, social science, and the humanities in order to make physics part of a truly ecological science.

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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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