

Special Issue

Inquiry-Based Science Teaching and Learning

Message from the Guest Editors

Scientific education based on inquiry is a science teaching–learning methodology that has proved the development of basic scientific competencies in students at all educational stages. Inquiry allows students to confront the natural stages of scientists' work; they set general and specific objectives, formulate hypotheses, design stages to test them, collect evidence, process data and represent it, contrast arguments and draw conclusions that they disseminate. Some studies have shown that including students' interests in this inquiry process favors learning and motivation towards it. Despite the progress made in knowledge about this methodology, there is still a long way to go since inquiry in classrooms can be developed from multiple topics, perspectives, educational levels, etc. Thus, researchers must continue contributing to understand the keys to specific competencies, skills and abilities that students develop in the inquiry process and the difficulties found along it. Therefore, we are pleased to invite you to submit your research work and share the scientific advances found within this topic.

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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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