

Special Issue

Using Game- and Play-Based Learning to Foster Critical Thinking Skills

Message from the Guest Editors

Play and games have been used within educational contexts for centuries, and critical examination of their use and their effect on learning outcomes has emerged over the past century. There is a large body of work examining the role of play and games in child development, as well as a smaller but growing interest in the role it can play in adult learning and through digital games. There have been studies on overall engagement with game-based learning, as well as within particular disciplines. However, there has been very little focus on the effect play- and game-based learning can have on 'soft' or 'transferable' skills at any level or in area of learning. This Special Issue, therefore, calls for original, theoretical and evidence-based articles on the use of games and/or play in a learning context to foster critical thinking skills

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Deadline for manuscript submissions

closed (28 February 2025)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/206688

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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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