

Special Issue

Networks Applied in Science Education Research

Message from the Guest Editors

Applications of networks and network-based methods have recently found their way into science education research in the areas of concept learning, conceptual change, and the sociodynamics of learning. While graph-based approaches, such as concept maps, have a long tradition in science education research, the novel network-based approaches substantially augment and deepen the possibilities to explore students' knowledge structures as well as the sociodynamic relationships involved in teaching and learning. The goal of this Special Issue is to provide a state-of-the-art overview of research in this rapidly expanding area of research.

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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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