

Special Issue

Equitable Science Education for Engaging All Learners in Science

Message from the Guest Editors

Science is all around us. We depend on science for living, working, communicating, and entertaining. Scientific knowledge can improve citizens' quality of life, and this effect may be maximized if they hold a good level of scientific literacy. For this reason, all citizens should learn some science. Science education is a scientific area focused on the teaching and learning of science, from preschool children to university students and the general public. To attain this goal, science education should be equitable, which means that it should ensure all students have the opportunity to learn, engage, and succeed in science according to their backgrounds and aspirations. This Special Issue aims to promote equitable science education by fostering and putting together research on several key dimensions of this broad and relevant topic. It is seeking papers on engaging all learners in science education and training knowledgeable teachers able to deal with diverse and multicultural classes and create conditions for students' success.

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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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