

Special Issue

The Use of Story and Storytelling in Science Education

Message from the Guest Editor

The journal *Education Sciences* is launching a Special Issue on “Story and Storytelling in Science Education”.

Given the centrality of narrative thinking as complementary to paradigmatic (or logico-mathematical), an exploration, based on empirical data, of the role and the use of stories and storytelling in science education is long overdue. If Jerome Bruner has been right about the narrative mode of thinking being the “natural” kind or the “default mode” of thinking, then the role that stories and storytelling can play in the teaching and learning of science deserves more attention than it has received in the past.

Guest Editor

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Deadline for manuscript submissions

closed (22 March 2022)



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About the Journal

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.

Editor-in-Chief

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manuscripts are peer-reviewed and a first decision is provided to authors approximately 26.5 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the second half of 2025).