

Special Issue

Undergraduate Research as a High Impact Practice in Higher Education

Message from the Guest Editors

Higher education research indicates that student engagement is the most critical factor in retention programs for undergraduate students. Among the high-impact practices, undergraduate research/experiential learning has been shown to have the most positive effects with regard to promoting student engagement. In this Special Issue of *Education Sciences*, we invite papers related to: teaching innovations incorporating research; training undergraduate research mentors; best practices in undergraduate research; undergraduate research as a high-impact practice; methods for better assessing students, programs, and faculty involved in undergraduate research; case studies; and models for engaging students in undergraduate research. Original research papers, reviews, commentaries, and cases studies are welcome.

Dr. Mark Brown

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Deadline for manuscript submissions

closed (31 August 2020)



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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.

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manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.2 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the first half of 2025).