

Special Issue

Establishing Links between Research on Educational Effectiveness and School Improvement: Constraints and Perspectives

Message from the Guest Editors

This Special Issue is in line with the attempts of the research community to establish links between educational effectiveness research (EER) and research on school improvement. Many researchers have identified that an important constraint of the existing approaches of modelling educational effectiveness is the fact that the whole process does not contribute significantly to the improvement of teaching practice. Taking this into consideration, this Special Issue aims to contribute to the discussions and to highlight current practices related with the use of EER results for improvement purposes. The results of the studies to be included in the Special Issue could therefore provide valuable insights related with the extent to which EER can be used for improving teaching practice and student attainment. It is important to note that the focus of the Special Issue is not only on improving quality of education but also equity, in the sense of providing the best possible opportunities for all students to progress irrespective of their personal and background characteristics.

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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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