

Special Issue

Practices in Science and Engineering Education

Message from the Guest Editors

The “practice turn” in science education has been one significant consequence of promoting “science and engineering practices” found in the Next Generation Science Standards. In this Special Issue, it is therefore timely to take stock of what has worked, what does not work, and what else needs work with respect to these practices if we deem them to be so valuable in advancing science and engineering education.

Examples of research most appropriate for this Special Issue include, but are not limited to, the following:

- Research theorizing scientific and engineering practices and how they are articulated with views from other disciplinary lenses such as those of anthropology, sociology, psychology, and philosophy;
- In-depth studies of curricula/projects that develop practices in K-12, post-K-12, and informal settings;
- Articulations of practices and topics such as identity formation, activism, social change, and social justice;
- Examining how culture and/or context mediate instruction and the uptake of practices;
- Assessment of scientific and engineering practices.

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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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