

Special Issue

Teaching and Learning in Exercise and Environmental Physiology

Message from the Guest Editor

Exercise and environmental physiology present a multitude of unique opportunities for enhanced learning, from the use of experiential learning to timely application problems. There are three levels of professional teaching knowledge: 1) content knowledge 2) general pedagogical, and 3) content pedagogical. It is this third level of professional teaching knowledge, content pedagogical, that is the focus of this Special Issue. Studies, articles, and reviews that explore students' prior understanding, preconceptions, and misconceptions; define the threshold concepts and propose effective ways to teach these; and aid students in developing discipline-specific ways of thinking in exercise and environmental physiology will be included. The unique ways in which applied human physiology uses active and experiential learning and can enhance metacognition will be of particular interest.

Guest Editor

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Deadline for manuscript submissions

closed (10 March 2023)



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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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