

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

Prof. Shawn R. Simonson

Director of Human Performance Laboratory, Department of Kinesiology, Faculty Associate, Center for Teaching and Learning, Boise State University, Boise, ID, USA

Deadline for manuscript submissions

closed (10 March 2023)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.5
CiteScore 4.8



mdpi.com/si/48961

Education Sciences
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

[mdpi.com/journal/
education](https://mdpi.com/journal/education)





Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.5
CiteScore 4.8



[mdpi.com/journal/
education](https://mdpi.com/journal/education)



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

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's
University Belfast, Belfast BT7 1NN, UK

Author Benefits

High Visibility:

indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

Journal Rank:

JCR - Q1 (Education and Educational Research) / CiteScore
- Q1 (Education)

Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.8 days after submission; acceptance to publication is undertaken in 3.8 days (median values for papers published in this journal in the second half of 2024).