Long Overdue: Translating Learning Research into Educational Practice

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Message from the Guest Editors

Dear Colleagues,

This Special Issue aims to contribute to the literature of educational translation by exploring four questions:

1. What are the economic, institutional, social, and emotional barriers to implementing learning research and evidence-based practices?
2. What are the myths and misconceptions (e.g., learning styles, false growth mindset) that hinder progress, and what makes them so challenging to dislodge?
3. What existing and emerging areas of research (e.g., belonging, psychological safety, multimedia learning, cognitive load theory, expert blind spot) are particularly important for educators to be aware of and draw upon?
4. How can we use new technologies and modalities (e.g., Generative AI, AR, VR, online, hybrid, self-paced) in ways that foster deep, meaningful, connected learning, and fully utilize the skill and humanity of teachers?

We welcome manuscripts that explore these questions with nuance and insight. All manuscripts must be solidly grounded in the scholarship of teaching and learning. While empirical studies are preferred, systematic reviews and thoughtful commentaries are also welcome.

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Special Issue

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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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