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Visualization in Biology Education

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Deadline for manuscript submissions:
closed (25 February 2024)

Message from the Guest Editors

Dear Colleagues,

Scientific visualizations (diagrams, animations, simulations, etc) play an essential role in biology education, particularly when it comes to communicating phenomena occurring at the submicroscopic levels, where there are no observable counterparts in the real world. Visualizations can be powerful tools of intuition, playing a critical role in transforming the way students think about the scientific realm. However, a greater understanding of how the design features of dynamic visualizations supports students' understanding of complex systems is required if we are to provide pedagogically impactful experiences.

For the scope of this Special Issue, we classify visualizations to include illustrations, video, diagrams, animation, interactive media, simulations, and educational games for use in formal learning environments. The span of biology education includes K–12, community college and higher education classrooms.

Topics of interest to this Special Issue include, but are not limited to:

- Original research examining the impact of visualization in biology education
- Design of novel visualization strategies to support learning in biology education

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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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