



Vitality in Movement: Rethinking Physical Education from a Pedagogical to a Physiological Dimension

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Message from the Guest Editor

In the new millennium, society is undergoing a profound process of change and transformation that actively calls for new forms of education able to focus on the needs and characteristics of each individual.

This Special Issue aims to bring together contributions that can provide a critical framework in the field of motor and sport sciences, for different epistemological and methodological perspectives, about both the pedagogical and physiological dimensions. The end objective is to propose strategies and solutions capable of satisfying these educational and performance requirements, along with the need for positive psychological and physical progress.

We will be happy to receive scientific contributions that address the following topics:

- New teaching strategies in motor and sports sciences;
- Physical activity as a tool to promote inclusion;
- Sports pedagogy;
- Schooling and sports;
- New technologies for physical education;
- Sports physiology;
- Physiological assessment of young people;
- Elements of physiology for the development of athletes.





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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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