



Technology-Embedded Scientific Inquiry Practices

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Message from the Guest Editor

Technology-embedded scientific inquiry practice improves students' technology and scientific inquiry abilities and fluency (Ebenezer et al., 2011). Because of these scientific inquiry learning outcomes, a Special Issue on science teachers engaging K–12 students in technology-embedded scientific inquiry studies is timely and relevant.

Scientific inquiry refers to how scientists observe, examine, and analyze the natural world (Pedaste et al., 2015). Scientific inquiry also encompasses how scientists generate, propose, and explain arguments, illustrations, and concepts (Nargund-Joshi et al., 2013). These attributes of scientific inquiry incorporate three hallmarks: conceptualization, investigation, and communication (Ebenezer et al., 2011).

Based on empirical evidence, *Education Sciences* invites science education scholars to submit various manuscripts on “Technology-Embedded Scientific Inquiry Practices”. We encourage empirical, theoretical, and policy studies focusing on science teachers who engage students through technology-embedded scientific inquiry practices that are standard and innovative.





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Message from the Editor-in-Chief

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