



Physics Education–Educational Design from the Very Small to the Entire Universe

Guest Editor:

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Message from the Guest Editor

Dear colleagues,

The aims and scopes of physics education research (PER) have grown considerably wider in the past few decades, but a privileged place is still occupied by the design, testing and evaluation of content-based learning environments, interventions, and resources.

For this reason, I am now inviting you, respected colleagues who I believe share an interest for educational design in Physics, to contribute to this Special Issue. The ideal contribution to the Special Issue, in consonance with the standards of the most recent research in the field, should have a solid grounding in research paradigms for educational design, and contain an extended discussion of how the choice of a framework has guided the design process. Furthermore, descriptions of learning interventions, environments, and materials should contain an evaluation of their effectiveness, with specific goals, and clear and unambiguous criteria to decide whether the objectives have been indeed met or not, and how research will proceed in either case. Examples from all levels of instruction, from K12 to university, will be considered.

I look forward to receiving your contributions.





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Message from the Editor-in-Chief

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