



Crosscutting Concepts in Science Education – Expectations, Challenges and Innovations

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Deadline for manuscript
submissions:

closed (31 May 2023)

Message from the Guest Editors

Dear Colleagues,

The idea of introducing concepts that are used across all scientific domains to science education is rather old and can be traced back to the late 1980s and has many facets. From the content point of view, it has been claimed that crosscutting concepts provides an organizing schema for interrelating knowledge from various science fields into a coherent and scientifically based view of the world.

From the learning perspective, the knowledge of crosscutting concepts is expected to enrich students both intellectually and practically when addressing phenomena faced in different disciplinary areas. This view entails a thorough deliberation of what we mean by coherence in the context of teaching crosscutting concepts.

The Special Issue aims at covering the current (and possible future) expectations and challenges in introducing crosscutting concepts. Moreover, we open this platform for research-based educational innovations regarding teaching or assessing the knowledge of crosscutting concepts.

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Message from the Editor-in-Chief

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