



Practice and Policy: Rural and Urban Education Experiences

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Message from the Guest Editors

Dear Colleagues,

It is widely understood that the terms 'rural' and 'urban' are commonly used to describe places where individuals reside and grow up.

Focusing on the concepts of rural and urban areas can deepen our understanding of the ways in which context can shape educational experiences. Emphasizing the idea that places matter, this Special Issue aims to gather a collection of papers related to practice and policy regarding rural and urban education experiences. The scope of the Special Issue is broad, and we welcome the submission of original research articles, theoretical articles and literature reviews. Original research articles can utilize various research methods, including qualitative, quantitative and mixed methods. Research papers may center on rural education, urban education or an examination of the similarities, differences and connections between rural and urban schools, settlements or areas. Additionally, research can encompass pre-school, K–12 or higher education experiences.





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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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