



Participatory Pedagogy

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Message from the Guest Editors

The Special Issue provides an opportunity for practitioners at all levels to publish their inquiries as action research dedicated to improving or redesigning teaching/learning situations within classroom or community settings. Examples include submissions that inform models of changing assessment practices and pedagogical practices that foster growth while also promoting a culture of inquiry for participation, involvement, and collaboration. Community-based participatory researchers involved with various learning theories in which students actively create meaning through participation in service learning or community engagement projects are also welcome. Higher-education scholars are invited to submit action research projects, including original articles, case studies, qualitative or quantitative studies, narratives, systematic reviews, or meta-analyses.

- action research
- participatory action research
- practitioner research
- reflective practice
- classroom and community settings
- practitioners
- higher education scholars
- contemporary discourse
- systematic inquiry
- pedagogical practices





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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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