



Evidence Informed Practice in Education

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Message from the Guest Editors

Dear Colleagues,

Across the world, there are calls from policy for education practice to become more 'evidence-informed'. This is often framed in terms of 'what works', with the view that, if research can discover what works, and education professionals can both implement 'what works' and cease doing what does not work, the quality of education will improve and this will be recognised in terms of student outcomes.

The aim of this Special Issue is to present empirical research and to contribute to philosophical discussion that leads to new knowledge about evidence-informed practice in any aspect of education. Topics will include research that views evidence-informed practice from the perspective of research or practice, in formal or informal education settings. The editors are contacting established scholars to invite them to contribute; other scholars are welcome submit independently. Please send a structured abstract to both of the editors.

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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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