



## Integrating Technology into K-12 Science Education

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### Message from the Guest Editor

Digital technologies can offer powerful tools to support science teaching and learning. While many teachers derive little educational benefit from them, their potential to assist in the creation of more student-engaged, stimulating, and intellectually challenging (e.g., epistemic learning) learning environments is recognized. These technologies thus give rise to a problem for science education research: how can teachers use and orchestrate these tools to improve students' learning in terms of engagement and higher-order thinking skills development?

This upcoming Special Issue of *Education Sciences* aims to present an overview of the latest research on how to integrate technology in K-12 science education practices in order to promote high levels of students' engagement and higher-order thinking skills. Studies are also welcome that focus on the non-formal contexts of science education in which technology plays an important role or on aspects of the connection to national curricula.





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## Message from the Editor-in-Chief

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