Inquiry-Based Chemistry Learning and Teaching in Higher Education

Guest Editor:

Dr. Lindsay B. Wheeler
1. Center for Teaching Excellence, University of Virginia, Charlottesville, VA 22904, USA
2. Chemistry Department, University of Virginia, Charlottesville, VA 22904, USA

Deadline for manuscript submissions:
closed (31 May 2024)

Message from the Guest Editor

Dear Colleagues,

In higher education, chemistry courses have traditionally been viewed by instructors and students alike as 'weed out' or 'gateway' courses that have high failure rates, particularly for students with identities that have been historically marginalized or excluded from higher education. In the past twenty years, researchers and professional organizations have called for undergraduate chemistry course reform to integrate authentic, active, evidence-based practices that support *all* students in being successful.

The Special Issue focuses on *equitable inquiry-based instruction*.

Original research articles, theoretical/conceptual articles, and systematic reviews are welcome to this issue. Potential themes may include, but are not limited to:

Strategies for the adoption of inquiry-based instruction.
The integration of principles of equitable/inclusive inquiry-based strategies.
The role of instructors/teaching assistants in inquiry-based courses/labs.
Counternarratives on student experiences in inquiry-based courses.
Characteristics of inquiry-based instruction that benefits all.

Special Issue

Editor-in-Chief

Prof. Dr. Daniel Muijs
School of Social Sciences,
Education and Social Work,
Queen's University Belfast,
Belfast BT7 1NN, UK

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.

Author Benefits

Open Access: free for readers, with article processing charges (APC) paid by authors or their institutions.
High Visibility: indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PscyInfo, and other databases.
Journal Rank: JCR - Q1 (Education and Educational Research) / CiteScore - Q1 (Education)

Contact Us