



The Use of Story and Storytelling in Science Education

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Message from the Guest Editor

Dear Colleagues,

The journal *Education Sciences* is launching a Special Issue on “Story and Storytelling in Science Education”. Given the centrality of narrative thinking as complementary to paradigmatic (or logico-mathematical), an exploration, based on empirical data, of the role and the use of stories and storytelling in science education is long overdue. If Jerome Bruner has been right about the narrative mode of thinking being the “natural” kind or the “default mode” of thinking, then the role that stories and storytelling can play in the teaching and learning of science deserves more attention than it has received in the past.

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Message from the Editor-in-Chief

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