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Interactive Simulations and Innovative Pedagogy for Conceptual Understanding in Science Education

Guest Editor:

Prof. Dr. David Geelan
School of Education, The University of Notre Dame Australia, Fremantle, WA 6160, Australia

Deadline for manuscript submissions:
closed (30 June 2019)

Message from the Guest Editor

Dear Colleagues,

Interactive simulations are increasingly used in science classrooms to enhance students' understanding of scientific concepts. Research into the effectiveness of computer-based technologies such as scientific visualisations, however, often shows no significant increase in learning gains. The results of this work may be patchy because the focus has been on the computer-based 'tool' rather than on the combination of educational technologies and appropriate pedagogies. This Special Issue of *Education Sciences* is devoted to collecting cutting-edge research demonstrating the affordances of interactive simulations, linked with explicit attention to pedagogy, for learning.

I am delighted to invite you to submit a paper for the Special Issue, and to pass on the call to colleagues in the field who can make a significant original contribution to knowledge. If the Special Issue exceeds 10 papers it will be published in book form, and this is something I will work hard to achieve.

Assoc. Prof. David Geelan
Guest Editor

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Special Issue

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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.

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Contact Us

Education Sciences Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland

Tel: +41 61 683 77 34
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