



Health Professions Education & Integrated Learning

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Message from the Guest Editor

This Special Issue will consider educational strategies, educational methods, or educational technologies that foster integrated learning. Examples of topics that could be the subject of articles include horizontal or vertical integration of basic and clinical sciences, foundational science renewal in clerkship years, health systems science, interprofessional education and practice, integrated assessments, the use of digital technologies or learning analytics.

The Special Issue could feature research articles, reviews, brief reports, case reports, or commentaries. The goal of the Special Issue is to conceptualize and draw attention to effective means for facilitating learners' abilities to link concepts from different but related fields they encounter in one or more learning experiences, in a way that is meaningful (i.e., related to previous learning), relevant (i.e., related to perceptions of future relevance), and increases competence.





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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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