



Visualization in Biology Education

Guest Editors:

Prof. Dr. Jodie Jenkinson

Department of Biology, University
of Toronto, Mississauga, ON
L5L1C6, Canada

Prof. Dr. Susan Keen

Department of Evolution &
Ecology, College of Biological
Sciences, University of California
at Davis, Davis, CA 95616, USA

Prof. Dr. Gaël McGill

Department of Biological
Chemistry and Molecular
Pharmacology, Harvard Medical
School, Boston, MA 02115, USA

Deadline for manuscript
submissions:

closed (25 February 2024)

Message from the Guest Editors

Dear Colleagues,

Scientific visualizations (diagrams, animations, simulations, etc) play an essential role in biology education, particularly when it comes to communicating phenomena occurring at the submicroscopic levels, where there are no observable counterparts in the real world. Visualizations can be powerful tools of intuition, playing a critical role in transforming the way students think about the scientific realm. However, a greater understanding of how the design features of dynamic visualizations supports students' understanding of complex systems is required if we are to provide pedagogically impactful experiences.

For the scope of this Special Issue, we classify visualizations to include illustrations, video, diagrams, animation, interactive media, simulations, and educational games for use in formal learning environments. The span of biology education includes K–12, community college and higher education classrooms.

Topics of interest to this Special Issue include, but are not limited to:

- Original research examining the impact of visualization in biology education
- Design of novel visualization strategies to support learning in biology education





an Open Access Journal by MDPI

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, PsycInfo, and other databases.

Journal Rank: CiteScore - Q1 (*Education*)

Contact Us

Education Sciences Editorial Office
MDPI, St. Alban-Anlage 66
4052 Basel, Switzerland

Tel: +41 61 683 77 34
www.mdpi.com

mdpi.com/journal/education
education@mdpi.com
[X@EducSci_MDPI](https://twitter.com/EducSci_MDPI)