Participatory Pedagogy

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Deadline for manuscript submissions:
closed (30 September 2023)

Message from the Guest Editors

The Special Issue provides an opportunity for practitioners at all levels to publish their inquiries as action research dedicated to improving or redesigning teaching/learning situations within classroom or community settings. Examples include submissions that inform models of changing assessment practices and pedagogical practices that foster growth while also promoting a culture of inquiry for participation, involvement, and collaboration. Community-based participatory researchers involved with various learning theories in which students actively create meaning through participation in service learning or community engagement projects are also welcome. Higher-education scholars are invited to submit action research projects, including original articles, case studies, qualitative or quantitative studies, narratives, systematic reviews, or meta-analyses.

- action research
- participatory action research
- practitioner research
- reflective practice
- classroom and community settings
- practitioners
- higher education scholars
- contemporary discourse
- systematic inquiry
- pedagogical practices

Special Issue

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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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