



Theory and Research in Data Science Education

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Message from the Guest Editors

Data Science is one of the fastest-growing fields of study at the collegiate level. Recently, there has also been a call for data science to be included in school curricula (Lee et al., 2022). Responding to this call, data science education has been recently established as a new field of educational research and practice that aims to build students' data science literacy starting from the early years of schooling. This Special Issue aims to provide a forum for the sharing of research findings, ideas, and perspectives on this new but fast-growing field of inquiry. Recommended topics for the Special Issue include but are not restricted to the following:

- Essential concepts and core ideas fundamental to data science literacy;
- Teaching and learning of key data science concepts and practices (e.g., exploration of messy data, data cleaning and wrangling, use of coding) at the K-12, undergraduate, graduate, and professional levels;
- Pedagogical models and instructional approaches underlying data science education within and across disciplines.

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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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