Equity in Science Education: Advancing Social Justice, Democracy, and Indigeneity in Teaching and Learning

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Deadline for manuscript submissions:
31 December 2024

Message from the Guest Editors

We encourage authors to explore broadly some of the following questions in different contexts:

1. What does equity in science teaching, learning, and engagement look like in primary, elementary, middle, high school, and college classrooms as well as informal settings, such as the museums, nature centers, and other non-formal environments?
2. How do teachers' instructional decisions influence equity in science education?
3. How and in what ways do science teacher preparation programs explore the issues of equity in science education?
4. How does equity intersect with other disparities such gender, language, ethnic groups, etc. in teaching and learning science?
5. How should science teacher preparation and teacher professional development programs consider equity in science education, and why?
6. What does equity in science education look like when issues of social justice and democracy are centralized in educating youth?
7. How could equity in science education support greater participation from indigenous groups?

Special Issue

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Message from the Editor-in-Chief

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