



Practices in Science and Engineering Education

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Message from the Guest Editors

Dear Colleagues,

The “practice turn” in science education has been one significant consequence of promoting “science and engineering practices” found in the Next Generation Science Standards. In this Special Issue, it is therefore timely to take stock of what has worked, what does not work, and what else needs work with respect to these practices if we deem them to be so valuable in advancing science and engineering education. Examples of research most appropriate for this Special Issue include, but are not limited to, the following:

- Research theorizing scientific and engineering practices and how they are articulated with views from other disciplinary lenses such as those of anthropology, sociology, psychology, and philosophy;
- In-depth studies of curricula/projects that develop practices in K–12, post-K–12, and informal settings;
- Articulations of practices and topics such as identity formation, activism, social change, and social justice;
- Examining how culture and/or context mediate instruction and the uptake of practices;
- Assessment of scientific and engineering practices.





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Message from the Editor-in-Chief

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