



Ending Students' Common Question, "Why Do We Learn Chemistry?": The Importance of Making the Subject Relevant and Meaningful

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Message from the Guest Editors

Dear Colleagues,

This Special Issue will gather studies investigating the utility of using context-based or socio-scientific-issues-based instruction to improve students' motivation, self-efficacy, and learning outcomes in chemistry classrooms.

One of the main goals of this Special Issue is to create an important source for related research aimed at exploring issues, challenges, failures, and successes observed in chemistry classes and laboratories, in which instructors aim to transform chemistry teaching to make it more relevant and meaningful to their students. The papers published in this Issue will address questions such as "How does the integration of relevant topics into chemistry courses influence students' self-efficacy and attitudes towards chemistry?", "What student attributes are developed through the implementation of activities involving the discussion of socio-scientific issues?", and "Does successful implementation of context-based learning provide students with the skills needed in the quickly changing scientific workforce?".





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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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