

# Instructional Science

An International Journal of the Learning Sciences



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## Instructional Science

An International Journal of the Learning Sciences

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- ▶ Promotes a deep understanding of the nature, theory, and practice of the instructional process and resultant learning
- ▶ Stands out by providing space for full and detailed reporting of major studies
- ▶ Addresses such topics as learning processes, learning technology, learner characteristics, and learning outcomes
- ▶ Covers learning by people of all ages, in all areas of the curriculum, and in informal and formal learning contexts
- ▶ 92% of authors who answered a survey reported that they would definitely publish or probably publish in the journal again
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*Instructional Science, An International Journal of the Learning Sciences* promotes a deeper understanding of the nature, theory, and practice of learning and of environments in which learning occurs. Published papers represent a variety of perspectives from the learning sciences and cover learning by people of all ages, in all areas of the curriculum, in technologically rich or lean environments and in informal and formal learning contexts.

Emphasizing reports of original empirical research, the journal provides space for full and detailed reporting of major studies. Regardless of the topic, papers published in the journal all make an explicit contribution to the science of learning and instruction by drawing out the implications for the design and implementation of learning environments.

Most years, *Instructional Science* publishes a guest-edited thematic special issue. Recent issues have been on 'teachers as designers of technology enhanced learning' and 'participatory design: integrating perspectives of students, teachers, and designers'.

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