

EDITORIAL

This special issue of *Scientia in Education* is devoted to publishing keynotes and further selected papers from *the International Conference on Physics Education, ICPE-EPEC 2013*, that took place in Prague, Czech Republic, 5.–9. 8. 2013. Though some time has passed since the conference, we think that publishing these papers does not serve just the purpose to archive (the best of) what was presented there. In fact, freely available Proceedings published a year after the conference already offered all contributions and presented a broad range of ideas that had been shared by 311 participants from 55 countries. However, we feel important to present selected papers in a form of a special journal issue as it can help them to be “more visible” to a community of physics educators and researchers in the field of science education research; these papers really deserve it.

There is also another reason why it still makes sense to publish selected and keynote papers here. The general focus of the conference, *Active learning — in a changing world of new technologies*, stays to be very important and challenging and the papers in the special issue are an undoubtedly useful and inspiring source of information and inspiration concerning this topic.

All six keynotes concerning physics education and physics education research presented at the conference are published in this issue. (One other keynote published in the Proceedings was more oriented towards physics so, in agreement with its author, it is not presented here.) These keynote papers are arranged here in the same order in which they were presented at the conference. From other 158 papers, 21 were selected to be published in this issue, taking into account the evaluation of reviewers and chairs of sessions. These papers are arranged in an alphabetic order according to the authors’ names. All papers presented here are in the same form in which they were written by the authors after the conference for its Proceedings with just a small number of corrections or very minor updates. (One formal point is that all references were transformed into APA style to conform to the rules of this journal.)

It should be noted that selected contributions are not limited to oral presentations only; workshops and posters were included, too. In fact, from the total number of 171 oral talks at the conference 17 papers are presented below; from fifteen workshops two were selected as well as two from 120 posters. Also, all three loosely defined categories of contributions, “research”, “classroom ideas” and “mixed”, are among selected papers. (“Classroom ideas” are represented by just two papers and, of course, even their ideas are research-based.) Papers also naturally cover a broad range of physics areas. Moreover, authors from 17 countries present their papers in this issue, ranging from Canada, Mexico and Brazil to Japan, Philippines and Australia. Therefore, the diversity of conference contributions seems to be reflected in this special issue quite well.

We hope that this collection of keynotes and other papers will serve as a useful and inspiring source of information and ideas to physics educators and researchers in this field — perhaps in even more than 55 countries the participants of the conference came from.

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Editor of this special issue