LEARNING AND INSTRUCTION
The Journal of the European Association for Research on Learning and Instruction (EARLI)

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DESCRIPTION

As an international, multi-disciplinary, peer-refereed journal, Learning and Instruction provides a platform for the publication of the most advanced scientific research in the areas of learning, development, instruction and teaching. The journal welcomes original empirical investigations. The papers may represent a variety of theoretical perspectives and different methodological approaches. They may refer to any age level, from infants to adults and to a diversity of learning and instructional settings, from laboratory experiments to field studies. The major criteria in the review and the selection process concern the significance of the contribution to the area of learning and instruction, and the rigor of the study.

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As an international, multi-disciplinary, peer-refereed journal, Learning and Instruction provides a platform for the publication of the most advanced scientific research in the areas of learning, development, instruction and teaching. The journal welcomes original empirical investigations. The papers may represent a variety of theoretical perspectives and different methodological approaches. They may refer to any age level, from infants to adults and to a diversity of learning and instructional settings, from classroom to informal learning. They may rest on the full spectrum of established methodologies, from laboratory experiments to field observations. The major criteria in the review and the selection process concern the significance of the contribution to the area of learning and instruction. Pure methodological studies (e.g., instrument validation) are more suitable for other specialized journals and descriptions of learning environments (e.g., curriculum plans) are more suitable for practitioner journals.

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