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The purpose of this special issue is to present several research perspectives on learning trajectories with the intention of encouraging the broader community to reflect on, better define, adopt, adapt, or challenge the concept. The issue begins by briefly introducing learning trajectories. The remaining articles provide elaboration, examples, and discussion of the construct. They purposefully are intended to be illustrative, exploratory, and provocative with regard to learning trajectories construct; they are not a set of verification studies.

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