



Impact of Integrated STEAM Education

Guest Editor:

Dr. Jairo Ortiz-Revilla

Department of Specific Didactics,
Faculty of Education, University
of Burgos, 09001 Burgos, Spain

Deadline for manuscript
submissions:

closed (12 April 2024)

Message from the Guest Editor

Dear Colleagues:

Integrated STEAM education has emerged globally in line with the need to promote a more active learning process with disciplinary collaboration, capable of enhancing competency development and literacy in line with the problems of today's world.

Thus, international policies and theoretical models for integrated STEAM education have emerged, giving rise to a number of publications on various implementations of STEAM proposals. However, the analysis of the results is often relegated or superficially addressed, and there is a gap in the literature on the study of educational impact.

In order to continue rigorously exploiting its potential, the purpose of this Special Issue is to enliven this discussion from any point of view within formal education (on the competency, conceptual, attitudinal, emotional, etc., development of students in relation to teacher training, or by using various theoretical models, disciplinary approaches, active methodologies, in inclusive environments, etc.). A corpus of pioneering studies will be compiled to describe a current international overview of the effectiveness of this approach, including both strengths and possible improvements.





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Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences,
Education and Social Work,
Queen's University Belfast,
Belfast BT7 1NN, UK

Message from the Editor-in-Chief

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Education Sciences Editorial Office
MDPI, St. Alban-Anlage 66
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