



Critical Perspectives on the Epistemologies and Practices of STEM Education

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Message from the Guest Editor

Dear Colleagues,

In the last twenty years, there has been an increasing interest on STEM education in international curriculums, policy documents and research literature. The main argument in the proposals for STEM education is that it is expected to contribute to world economic development by shaping a skillful workforce and producing the next generation of scientifically literate professionals and citizens.

In the landscape of this dominant theoretical discourse, the epistemological nature of STEM education has been relatively understudied. It is the pioneering work of (Chesky & Wolfmeyer, 2015) that opened the way for the reappraisal of the discussion on the epistemological nature of STEM education fostering the appearance of other critical treatises and proposals of challenging STEM practices related to gender and racial equity, environmental and ecocritical justice and critical scientific and technological literacy.

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