Problem-Based Learning in Science Education: Achievements, Pitfalls and Ways Forward, 2nd Edition

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Deadline for manuscript submissions:
30 November 2024

Message from the Guest Editors

The Special Issue is seeking papers that focus on the achievements, pitfalls, and advances of PBL in science education. It will address the contribution of PBL in science to a wide range of learning outcomes, the challenges posed to science teachers and students, in both face-to-face and digital environments, as well as the success and failure in specific contexts or with particular groups.

We welcome submissions for areas including, but not limited to, the following:

- Foundations and relevance of PBL for science education
- The state of the art of PBL in science education
- Teaching and learning science through PBL
- STEM education through PBL
- Online PBL in science
- Inclusion through PBL in science
- Development of pupils' abilities through PBL in science
- Teacher education for teaching science through PBL
- Evaluating and assessing students' learning of science in PBL contexts.

Special Issue

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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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