



Teaching and Learning in STEM Education

Guest Editor:

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Deadline for manuscript
submissions:

closed (31 October 2017)

Message from the Guest Editor

Dear Colleagues,

This Special Issue of *Educational Sciences* welcomes submissions of manuscripts from scholars focused on STEM education research. STEM is used both as an acronym or short form for the disciplinary fields of which it is comprised, as well as a transformative interdisciplinary field of its own. In this Special Issue, we are interested in works aligned with the second vision of STEM, an interdisciplinary field in which the disciplines strengthen and support each other. This vision of STEM typically focuses on the use of open-ended, complex problems as the primary teaching and/or learning task.

In this Special Issue, “Teaching and Learning in STEM Education”, we are interested in submissions from across age levels, inclusive of young children through teacher preparation and professional development. Studies may involve traditional educational settings as well as informal educational settings or special programs from children or adults. All research methods will be considered, including: Quantitative, qualitative, mixed, and design-based and action research.

Helen Meyer
Guest Editor





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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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