



Implementation of the Results of Theoretical and Empirical Studies in STEM Education

Guest Editor:

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Message from the Guest Editor

Dear Colleagues:

Numerous theoretical and empirical studies on the effective approaches to teaching, learning, and assessing in science, technology, engineering, and mathematics (STEM) education have produced various results. However, the potential of some of these results in alleviating the problem of poor performance and implementing designs that support envisioned STEM education is not fully harnessed. Over the last few decades, there have been some attempts to connect theory with practice and translate research findings into designs that enhance the teaching and learning of STEM students. This Special Issue provides a platform for researchers around the world to report and share their efforts in transforming the teaching and learning of STEM subjects with an international audience. At the heart of this Special Issue is an invitation for studies that investigate the effectiveness of interventions and practices geared toward transforming the teaching and learning of STEM subjects at all levels of educational institutions. Thus, I welcome original (quantitative, qualitative, and mixed methods) research articles and reviews of intervention studies.





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Message from the Editor-in-Chief

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