



## Engaged Student Learning and Inclusive Teaching Practices in Higher Education Chemistry

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submissions:

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### Message from the Guest Editors

Dear Colleagues,

We invite you to submit an article to a Special Issue of *Education Sciences* that will be devoted to chemistry education. As you all know, the retention of students in STEM degree pathways continues to be a problem in higher education, particularly for students from minority groups. Addressing this problem is of utmost importance in recruiting and retaining high-quality individuals for the 21st century STEM workforce, and perhaps, more importantly, helping all students who have a passion for STEM to achieve their career goals. It is in this context that this Special Issue of *Education Sciences* will have the theme “Engaged Student Learning and Inclusive Teaching in Higher Education Chemistry.”

We hope this will attract articles from both chemistry education researchers and classroom practitioners who engage in the scholarship of teaching and learning, but ultimately the goal is to publish reports that will help chemistry instructors from all backgrounds make their classes more inclusive. This, in turn, will hopefully help instructors to improve equity gaps and improve interest and retention in STEM pathways for all students.





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## Editor-in-Chief

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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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