Interdisciplinary STEM Teaching and Learning in Schools

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Message from the Guest Editors

Dear Colleagues,

Interdisciplinary approaches to teaching and learning in STEM have been increasingly advocated as alternatives to traditional approaches, whereby students learn concepts and skills from two or more disciplines that are tightly linked to enhance student knowledge in each of these areas. In this Special Issue, we welcome submissions of both conceptual and empirical research papers that shed light on the discussion of interdisciplinary approaches to STEM in schools.

We welcome submissions addressing topics including, but not limited to:

- Design of curriculum and tasks to enable student learning across disciplinary boundaries in STEM;
- Assessment of interdisciplinary learning;
- Teacher practices with interdisciplinary approaches;
- Theoretical and conceptual frameworks on how interdisciplinary learning can be facilitated;
- Innovative pedagogy for interdisciplinary STEM learning;
- STEM policy and curriculum to support interdisciplinary learning in schools;
- Teacher preparation for interdisciplinary STEM teaching;
- Learning environment that enables student interdisciplinary STEM learning.

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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