



## **STEM Online and Blended Learning after the COVID-19 in Higher Education: From Teaching Strategies to Experiences with Technology-Rich Innovative Learning Environments**

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### **Message from the Guest Editors**

Dear Colleagues,

In the areas of Science, Technology, Engineering, and Mathematics (STEM), the teaching and learning processes are characterized by a balance between theory and practice. The inclusion of practical activities is a key component of STEM curricula when working in developing certain competences and skills. Higher education in these areas has experienced a significant change during the last months, mainly due to the arrival of the COVID-19 pandemic. For many instructors and students, this unexpected shift towards e-learning has represented a challenge, in particular in the STEM areas due to the intrinsic complexity of teaching and learning mathematical-related concepts and programming and analytical skills. In this context, research around a wide range of topics as curriculum models, innovative teaching strategies including e-assessment, and the design of and practices within technology-rich learning environments can improve the quality of teaching and learning in STEM. This Special Issue aims at presenting a collection of high-quality contributions on the aforementioned topics, that help advance theoretical perspectives and research methodologies in STEM education.





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## Message from the Editor-in-Chief

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