



Critical Perspectives on the Epistemologies and Practices of STEM Education

Guest Editor:

Prof. Dr. Constantine Skordoulis

Department of Pedagogy and Primary Education, National and Kapodistrian University of Athens, GR-10680 Athens, Greece

Deadline for manuscript submissions:

closed (1 May 2024)

Message from the Guest Editor

Dear Colleagues,

In the last twenty years, there has been an increasing interest on STEM education in international curriculums, policy documents and research literature. The main argument in the proposals for STEM education is that it is expected to contribute to world economic development by shaping a skillful workforce and producing the next generation of scientifically literate professionals and citizens.

In the landscape of this dominant theoretical discourse, the epistemological nature of STEM education has been relatively understudied. It is the pioneering work of (Chesky & Wolfmeyer, 2015) that opened the way for the reappraisal of the discussion on the epistemological nature of STEM education fostering the appearance of other critical treatises and proposals of challenging STEM practices related to gender and racial equity, environmental and ecocritical justice and critical scientific and technological literacy.

Prof. Dr. Constantine Skordoulis
Guest Editor





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Editor-in-Chief

Prof. Dr. Daniel Muijs
School of Social Sciences,
Education and Social Work,
Queen's University Belfast,
Belfast BT7 1NN, UK

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Education Sciences Editorial Office
MDPI, St. Alban-Anlage 66
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