



The Systems Thinking Approach to Science Education

Guest Editors:

Dr. Mario Pagliaro

Sicily's Solar Pole and Istituto per lo Studio dei Materiali Nanostrutturati, CNR, via U. La Malfa 153, 90146 Palermo, PA, Italy

Prof. Dr. Laura M. Ilharco

Centro de Química-Física Molecular and IN-Institute of Nanoscience and Nanotechnology, Instituto Superior Técnico, University of Lisboa, Complexo I, Avenida Rovisco Pais 1, 1649-004 Lisboa, Portugal

Deadline for manuscript submissions:

closed (15 June 2022)



Message from the Guest Editors

Dear Colleagues,

Systems thinking, a useful means to obtain knowledge, is rapidly emerging as a novel and fruitful approach to science education. For instance, at present, systems thinking is widely and increasingly applied in chemistry, biology, medicine, earth sciences, and engineering education.

Relying on this learning strategy to engage and educate undergraduate students in most scientific disciplines has numerous and tangible benefits. Students, for example, are provided with a deeper understanding of many natural phenomena based on systems theory (a system is a theoretical concept) that will be instrumental when, leaving academia, they face the many complex problems of today's societies.

Furthermore, systems thinking may help to improve the way that universities, attempting to attract bright students, deliver their educational service to students in both economically developed and developing countries.

This Special Issue aims to present the opportunities—and the challenges to be met—when adopting a systems view (theory) in conceiving and delivering scientific education.

Dr. Mario Pagliaro
Prof. Dr. Laura M. Ilharco
Guest Editors



an Open Access Journal by MDPI

Editor-in-Chief

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

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.

Author Benefits

Open Access: free for readers, with article processing charges (APC) paid by authors or their institutions.

High Visibility: indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

Journal Rank: JCR - Q1 (Education and Educational Research) / CiteScore - Q1 (Education)

Contact Us

Education Sciences Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland

Tel: +41 61 683 77 34
www.mdpi.com

mdpi.com/journal/education
education@mdpi.com
[X@EducSci_MDPI](https://twitter.com/EducSci_MDPI)