



STEM Practices in Informal Education Spaces

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Message from the Guest Editors

The STEM-based education of the 21st century strives to find a balance between student skills and competency development in the classroom, as well as engaging students with the breadth of informal and out-of-school contexts available today. However, rising to the challenge of complex and ‘wicked’ problems, both in local and global contexts, requires proactive steps across all sectors of education, including in informal education.

Teachers are often specialised in particular subjects or disciplines, although by exploring informal STEM contexts, STEM can refer to individual STEM disciplines or integrated approaches to STEM.

For this Special Issue of the *Education Sciences* journal, we invite submissions aiming to present recent advances in research, theory, policy and practice relating to the relevance of informal STEM education. We welcome interdisciplinary or subject-specific approaches to science, technology, engineering or mathematics and encourage submissions incorporating action research, evaluations, case studies, mixed methods, as well as qualitative and quantitative methods of analysis.





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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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