



Chemistry Education and the 21st Century Skills

Guest Editor:

Prof. Dr. Rüdiger Tiemann

Department of Chemistry,
Humboldt-Universität zu Berlin,
10099 Berlin, Germany

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Message from the Guest Editor

Research in chemistry education has investigated, developed, and evaluated a lot of learning environments, training materials, and best-practice examples to understand how to support these skills in teaching and learning chemistry.

This Special Issue of *Educational Sciences* focuses on learning and innovation skills as part of the 21st century skills framework. They consist of “Critical Thinking and Problem Solving”, “Creativity and Innovation”, and “Communication and Collaboration”. In each of these fields, research in chemistry education can provide concrete, evidence-based studies to illustrate our contribution to mastering the challenges of the future.

I would like to invite you to submit papers related to these skills. Original empirical research papers, reviews, and case studies are welcome.





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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

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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Education Sciences Editorial Office
MDPI, St. Alban-Anlage 66
4052 Basel, Switzerland

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