Special Issue

STEM Education for Real-World Problem Solving: Innovations in Curriculum, Pedagogy, and Practice

Message from the Guest Editor

This Special Issue explores how STEM education can effectively equip students to engage with real-world challenges through applied knowledge, critical thinking, and collaborative problem-solving. As global and local communities face increasingly complex issues. STEM education plays a crucial role in preparing the next generation of innovators and professionals.

We invite contributions that highlight innovative instructional strategies, course designs, and learning environments that connect STEM content to real-world applications. Submissions may include empirical research, case studies, or practical examples that demonstrate how STEM education fosters skills such as decision-making, adaptability, and creative problemsolving. The goal of this Special Issue is to showcase an approaches that move beyond traditional classroom teaching to engage learners in meaningful, applied experiences.

We welcome perspectives from K-12, higher education, informal learning, and industry partnerships. Submissions should reflect how STEM education aligns with current and emerging global needs, enabling students to apply their learning to solve authentic problems.

Guest Editor

Dr. Aparajita Jaiswal

College of Engineering's EPICS Program, Purdue University, 610 Purdue Mall, West Lafayette, IN 47907, USA

Deadline for manuscript submissions

15 January 2026



Education Sciences

an Open Access Journal by MDPI

Impact Factor 2.6 CiteScore 5.5



mdpi.com/si/238564

Education Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

mdpi.com/journal/education





Education Sciences

an Open Access Journal by MDPI

Impact Factor 2.6 CiteScore 5.5



About the Journal

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.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's University Belfast, Belfast BT7 1NN, UK

Author Benefits

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 (Physical Therapy, Sports Therapy and Rehabilitation)

Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.2 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the first half of 2025).

