

Special Issue

Impact of Integrated STEAM Education

Message from the Guest Editor

Dear Colleagues: Integrated STEAM education has emerged globally in line with the need to promote a more active learning process with disciplinary collaboration, capable of enhancing competency development and literacy in line with the problems of today's world. Thus, international policies and theoretical models for integrated STEAM education have emerged, giving rise to a number of publications on various implementations of STEAM proposals. However, the analysis of the results is often relegated or superficially addressed, and there is a gap in the literature on the study of educational impact. In order to continue rigorously exploiting its potential, the purpose of this Special Issue is to enliven this discussion from any point of view within formal education (on the competency, conceptual, attitudinal, emotional, etc., development of students in relation to teacher training, or by using various theoretical models, disciplinary approaches, active methodologies, in inclusive environments, etc.). A corpus of pioneering studies will be compiled to describe a current international overview of the effectiveness of this approach, including both strengths and possible improvements.

Guest Editor

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Deadline for manuscript submissions

closed (13 January 2025)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/167557

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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.

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