

Special Issue

Assessment for Learning in STEM: Exploring Possibilities for Agency and Action

Message from the Guest Editors

It has been 25 years since the initial work was undertaken on assessment for learning. It therefore seems timely to revisit and refresh the ideas and consider how they might play out in practice in this post-COVID era. We are interested in contributions across early years, compulsory schooling, and the tertiary sector. We encourage contributors to pose questions about possibilities for student and teacher agency and action in a context of different theoretical framings, an expansive vision of a curriculum for STEM, and the opportunities and challenges that arise in more diverse STEM classrooms. We acknowledge that there are challenges around equity, diversity, inclusion, differentiation/ streaming, lifelong and lifewide learning, and the issues that flow from colonisation and racism. Papers might include consideration of social and epistemic justice and societal benefit relative to the possible short and longer term consequences of assessment in STEM.

Guest Editors

Prof. Dr. Bronwen Cowie

School of Education, University of Waikato, Hamilton 3240, New Zealand

Prof. Dr. Christine Harrison

Centre for Research in Education in Science, Technology, Engineering & Mathematics, Kings College London, London WC2R 2LS, UK

Deadline for manuscript submissions

closed (31 October 2024)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/176094

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

[mdpi.com/journal/
education](https://mdpi.com/journal/education)





Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



[mdpi.com/journal/
education](https://mdpi.com/journal/education)



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).