Special Issue

Beyond the Bottom Line: Systemic Pathways to Identity-Responsive STEM Learning

Message from the Guest Editor

This Special Issue invites empirical, theoretical, and methodological contributions that address the systemic conditions needed to nurture identity-affirming work in STEM learning environments. These include, but are not limited to, administrative support, funding structures, policy conditions, curriculum flexibility, and cross-sector partnerships. We especially welcome studies that acknowledge diversity in learning contexts, whether formal, informal, or community-based, and highlight transferable lessons across educator preparation, policy, and learner outcomes. We invite work that considers identity-affirming support for young people, educators, and community members outside of traditional learning institutions.Submissions should explicitly engage with the question of how concepts like "cost", "investment", and "value" are defined, measured, and communicated when implementing and evaluating identity-affirming STEM practices. We welcome contributions that challenge the capitalistic use of these terms in discussing youth outcomes and offer alternative discourses.

Guest Editor

Dr. Heidi Cian

Maine Mathematics and Science Alliance, Augusta, ME 04330, USA

Deadline for manuscript submissions

16 January 2026

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).