

Special Issue

Critical Perspectives on the Epistemologies and Practices of STEM Education

Message from the Guest Editor

In the last twenty years, there has been an increasing interest on STEM education in international curriculums, policy documents and research literature. The main argument in the proposals for STEM education is that it is expected to contribute to world economic development by shaping a skillful workforce and producing the next generation of scientifically literate professionals and citizens. In the landscape of this dominant theoretical discourse, the epistemological nature of STEM education has been relatively understudied. It is the pioneering work of (Chesky & Wolfmeyer, 2015) that opened the way for the reappraisal of the discussion on the epistemological nature of STEM education fostering the appearance of other critical treatises and proposals of challenging STEM practices related to gender and racial equity, environmental and ecocritical justice and critical scientific and technological literacy.

Guest Editor

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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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