

Special Issue

Enhancing STEM Education through Collaborative Learning Approaches

Message from the Guest Editors

In response to calls for STEM education that builds all students' agency and sense of belonging, teachers and leaders are being encouraged more and more to consider how to equitably implement integrated STEM education for all—both in the formal classroom and beyond. This Special Issue is designed to help educators consider the best practices in collaborative STEM learning experiences that are inclusive of all students and allow them to experience and build their STEM identity. In doing so, the focus of this Special Issue will be to explore collaborative strategies to inspire meaningful and impactful STEM learning. Through a collection of research and practitioner-based papers focused on collaborative approaches in STEM education, readers will come away with a strong sense of the best practices in STEM education to ensure coherent and standards-aligned teaching across disciplines through authentic opportunities to meaningfully engage students.

Guest Editors

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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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