

Special Issue

STEM Education in the Classroom

Message from the Guest Editors

Until recently, when the term STEM was used, one would have to define the meaning of the acronym and recount its emergence and evolution in varying depths; it is now a commonly used term in the educational field. Much research has been carried out regarding STEM since its inception, and it no longer needs to be defined or presented. Although the term is well known, methods of planning and evaluating designs under the STEM educational approach are not. A consensus has not been reached regarding what a didactic proposal must be to be considered STEM, and little research has been carried out on the benefits that these can have for students. Much remains to be done, as it is expected that this educational approach will continue to be the norm for some time. Hence, it is advantageous to include it in teacher training and continue to investigate its design and impact on learning. This is why we invite you to publish your research in this Special Issue, dedicated to STEM education.

Guest Editors

Dr. José Miguel Vilchez-González

Department of Didactics of Experimental Sciences, Universidad of Granada, 18071 Granada, Spain

Dr. Palma Tonda Rodríguez

Los Pinos School in Algeciras, 1205 Algeciras, Cádiz, Spain

Prof. Dr. José Luis Lupiáñez Gómez

Department of Didactics of Mathematics, Universidad of Granada, 18071 Granada, Spain

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

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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.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's
University Belfast, Belfast BT7 1NN, UK

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