

Special Issue

Rethinking Science Education: Pedagogical Shifts and Novel Strategies

Message from the Guest Editor

This Special Issue will provide a spotlight on novel strategies for reaching a diverse audience in science education. Research papers from multiple contexts are welcome, including those from formal or informal educational environments with kindergarten through college-aged students. Many students struggle to develop their science identity or to feel included in traditional science education environments. In order to cultivate a robust and creative cohort of future scientists, science education must adapt to appeal to a broader audience. This Special Issue will focus on pedagogies and outreach initiatives that reach non-traditional or underserved audiences in science, as well as strategies for retaining these students long-term. Topics may include, but are not limited to, the intersection of natural science and other fields of study (such as art, social sciences, and creative writing), the influence of culture, ethnicity, or gender on science identity and belongingness, the success and retention of non-traditional college students in STEM (such as transfer students), and unique environments/strategies for science outreach opportunities.

Guest Editor

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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.

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