

Special Issue

Active Learning Pedagogies in High School and Undergraduate STEM Education

Message from the Guest Editors

In this Special Issue, “Active Learning Pedagogies in High School and Undergraduate STEM Education”, we are interested in submissions from a variety of STEM disciplines and geographic regions. Active learning pedagogies may include but are not limited to case-based learning, challenge-based learning, experiential learning, inquiry-based learning, problem-based learning, and project-based learning. This Special Issue of *Education Sciences* welcomes submissions of manuscripts from scholars focused on STEM education research in high school or undergraduate levels. Papers may be theoretical or empirical, involving formal or informal educational settings. All research methods will be considered, including quantitative, qualitative, mixed methods, and design-based and action research. Topics for this Special Issue include but are not limited to the following:

- Evaluated programs, courses, or interventions;
- Interventions for improving student skills;
- Professional development of faculty;
- Reviews or meta-analyses of the literature;
- Validation of assessment instruments.

Guest Editors

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Deadline for manuscript submissions

closed (30 April 2024)



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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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