

Special Issue

The Systems Thinking Approach to Science Education

Message from the Guest Editors

Systems thinking, a useful means to obtain knowledge, is rapidly emerging as a novel and fruitful approach to science education. For instance, at present, systems thinking is widely and increasingly applied in chemistry, biology, medicine, earth sciences, and engineering education. Relying on this learning strategy to engage and educate undergraduate students in most scientific disciplines has numerous and tangible benefits.

Students, for example, are provided with a deeper understanding of many natural phenomena based on systems theory (a system is a theoretical concept) that will be instrumental when, leaving academia, they face the many complex problems of today's societies.

Furthermore, systems thinking may help to improve the way that universities, attempting to attract bright students, deliver their educational service to students in both economically developed and developing countries. This Special Issue aims to present the opportunities—and the challenges to be met—when adopting a systems view (theory) in conceiving and delivering scientific education.

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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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