

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.

Guest Editors

Dr. Mario Pagliaro

Sicily's Solar Pole and Istituto per lo Studio dei Materiali Nanostrutturati, CNR, via U. La Malfa 153, 90146 Palermo, PA, Italy

Prof. Dr. Laura M. Ilharco

Centro de Química-Física Molecular and IN-Institute of Nanoscience and Nanotechnology, Instituto Superior Técnico, University of Lisboa, Complexo I, Avenida Rovisco Pais 1, 1649-004 Lisboa, Portugal

Deadline for manuscript submissions

closed (15 June 2022)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/50821

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

[mdpi.com/journal/
education](https://mdpi.com/journal/education)





Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



[mdpi.com/journal/
education](https://mdpi.com/journal/education)



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.

Editor-in-Chief

Prof. Dr. Daniel Muijs

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

Author Benefits

High Visibility:

indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

Journal Rank:

JCR - Q1 (Education and Educational Research) / CiteScore
- Q1 (Physical Therapy, Sports Therapy and Rehabilitation)

Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.2 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the first half of 2025).