

Special Issue

Advancing Science Learning through Design-Based Learning

Message from the Guest Editor

This Special Issue aims to showcase original empirical work where learners engage in DBL approaches to support their science learning, with an emphasis on methodological and theoretical advances, as well as results with tangible implications for policy and practice. Topics may include but are not limited to the following:

- Implementation of novel science curricula focused on engaging students in design thinking;
- Professional learning opportunities intended to support educators in productively engaging students in DBL in science classrooms;
- Experiences of students in science classrooms using DBL approaches who identify as members of historically underrepresented groups in STEM;
- Theoretical frameworks informed by original empirical work that provide insights into science learning using DBL approaches;
- Assessments for supporting DBL approaches to science learning;
- Technology and digital tools for facilitating DBL in science classrooms;
- Design principles informed by original empirical work for developing science learning opportunities integrating DBL;
- Interdisciplinary approaches that support design thinking in science learning.

Guest Editor

Dr. Samuel Severance

Department of STEM Education, Northern Arizona University, Flagstaff, AZ, USA

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

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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.

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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