

Special Issue

Project-Based Learning in Integrated STEM Education

Message from the Guest Editors

Project-based learning (PBL) is a pedagogical approach that encourages the incorporation of various disciplines, aiming to foster a profound comprehension of how knowledge is developed and employed. STEM education has become a prominent focus in K-16 curricula, emphasizing the interconnectedness of these fields in preparing students for a dynamic future.

Contributions encompassing a wide range of themes related to this topic are welcome, including but not limited to:

- Emphasis on mathematics in STEM PBL education research, particularly pedagogical strategies that facilitate the integration of mathematics into STEM education;
- Exploration of effective PBL strategies within STEM contexts;
- Examination of the impact of PBL on students' conceptual understanding and achievement;
- Evaluation of the challenges and benefits of incorporating PBL in K-16 STEM education;
- Laying the foundation for the effective use of PBL through theoretical and conceptual frameworks in STEM education;
- Integrating social justice and culturally relevant pedagogy in PBL for STEM education;
- Supporting special populations in STEM education;
- Assessing student outcomes of PBL in STEM education.

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Deadline for manuscript submissions

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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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