

Special Issue

Research and Innovation in STEM Education

Message from the Guest Editor

Bridging the gap between school and university is one of the main challenges we have to address in education research. Education quality requires that education is based on empirical evidence, while at the same time ensuring that education research addresses the needs and problems of the classroom. An example of the scarce transfer of knowledge in education is represented by the STEM education model. This emerging approach to education has permeated different education systems, as is the case in Spain. However, teachers do not have the necessary training and experience to effectively implement integrated teaching and learning processes. Thus, the main aim of this Special Issue is to bring together knowledge on the application and effectiveness of teaching–learning models that integrate STEM (science, technology, engineering and mathematics) areas; teacher training in STEM education; and curriculum analysis. Therefore, this monograph is open to the participation of teachers, professors and researchers who carry out their teaching and/or research work in early childhood education, primary education, secondary education or university.

Guest Editor

Dr. David Aguilera

Faculty of Education Sciences, University of Granada, 18071 Granada, Spain

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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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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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