Special Issue

Interdisciplinary Approaches to STEM Education

Message from the Guest Editors

We will consider STEM education to mean the integration of at least two of these fields in education. In addition, we intend technology to primarily refer to coding, programming, or computer science. Thus, the aim of this Special Issue on interdisciplinary approaches to STEM education is to share research on effective STEM teaching, especially at the secondary level. Manuscripts that address the following are solicited:

- Papers, theoretical or empirical, that address topics such as 1) deepening student understanding of one or more STEM fields by integrating one or more of the other fields, or 2) allowing students to explore and solve authentic problems through an interdisciplinary approach.
- Systematic reviews or meta-analyses that address the effects of interdisciplinary STEM education.
- Teaching approaches that increase student learning through the integration of STEM content.
- Teaching approaches that increase student learning of other fields through the integration of content in one or more STEM fields.
- Teacher development models that change classroom instruction strategies to include interdisciplinary STEM teaching approaches.

Guest Editors

Dr. Sandra Nite
High Performance Research Computing, Texas A&M University, College Station, TX 77843, USA

Dr. Niyazi Erdoğan
Educational Achievement Office, College of Engineering, Texas A&M University, College Station, TX 77843, USA

Deadline for manuscript submissions

closed (31 May 2025)

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).