

Special Issue

Pathways to Progress and Practice: Leading the Way in STEM Education Innovations and the Workforce

Message from the Guest Editors

This Special Issue will provide various perspectives on programming approaches and outcomes that can be modeled at various institutions to increase the pool and success of students pursuing STEM degrees.

Highlighting individual program successes may lead to an expansion of successes across institutions and/or disciplines. Research areas may include, but are not limited to, the following: recruitment and retention programs for students and/or faculty in STEM, research related to STEM teacher education programming that promotes best practices in teaching STEM to help students make connections to the content, effective informal education programs that engage undergraduates, K-12 students and/or the public in STEM activities, multidisciplinary programs that highlight faculty contributions that demonstrate effective practices, including mentoring, summer bridge programs, and teacher induction and support. The collective works of this Special Issue may provide a variety of pathways for promoting student interest and persistence to completing a STEM degree and movement into graduate/professional schools and/or into industry jobs.

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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.

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