

Special Issue

21st Century Science Classrooms: Innovative Approaches to Technology Integration

Message from the Guest Editors

In an era defined by rapid technological advancements and shifting educational paradigms, science education must evolve to meet the demands of the 21st century.

This Special Issue aims to bring together original research articles and comprehensive reviews that address theoretical frameworks, empirical findings, and design-based approaches related to technology-enhanced science classrooms. We welcome submissions that explore both opportunities and challenges, offering practical insights and scholarly perspectives that support evidence-based decision-making and inclusive pedagogical practices. Topics of interest include, but are not limited to:

- Artificial Intelligence and Machine Learning in science instruction
- Augmented and Virtual Reality applications in science learning
- Digital simulations and modeling in STEM classrooms
- Technology-supported formative assessment
- Equity and access in digital science education
- Culturally responsive technology integration in science teaching
- Professional development for educators in technology use
- Student engagement and motivation through emerging technologies

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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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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).