

Special Issue

Implementation of the Results of Theoretical and Empirical Studies in STEM Education

Message from the Guest Editor

Dear Colleagues: Numerous theoretical and empirical studies on the effective approaches to teaching, learning, and assessing in science, technology, engineering, and mathematics (STEM) education have produced various results. However, the potential of some of these results in alleviating the problem of poor performance and implementing designs that support envisioned STEM education is not fully harnessed. Over the last few decades, there have been some attempts to connect theory with practice and translate research findings into designs that enhance the teaching and learning of STEM students. This Special Issue provides a platform for researchers around the world to report and share their efforts in transforming the teaching and learning of STEM subjects with an international audience. At the heart of this Special Issue is an invitation for studies that investigate the effectiveness of interventions and practices geared toward transforming the teaching and learning of STEM subjects at all levels of educational institutions. Thus, I welcome original (quantitative, qualitative, and mixed methods) research articles and reviews of intervention studies.

Guest Editor

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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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