

Special Issue

Studying Problem-Solving in Diverse Contexts: From Well-Defined Problem Solving to Real-World Problem Solving

Message from the Guest Editor

This Special Issue explores how education can empower learners to develop problem-solving skills across a range of tasks, from well-defined to open-ended problems. This concept is referred to as Real-World Problem-Solving (RWPS). It is necessary to recognize the diverse range of problems learners face to prepare them for the different contexts in which problem-solving competency is engaged across different tasks and domains. We are seeking contributions that explore the cultivation of diverse problem-solving approaches across various disciplines and educational levels. Potential topics include creative and collaborative approaches, problem-solving for sustainability and the SDGs, computational thinking and algorithmic strategies, and the integration of human-AI collaboration to tackle different types of tasks. We are particularly interested in studies that explore the pedagogical, curricular, and technological innovations that support learners in navigating both structured tasks and ill-structured, ambiguous problems. Research that considers how problem-solving can cultivate learner agency, interdisciplinarity, and social responsibility in the context of RWPS is also welcome.

Guest Editor

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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.

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