

Special Issue

Project-Based and Problem-Based Instruction in STEM Classroom Environments

Message from the Guest Editors

We aim to reflect contemporary research trends in the implementation and effectiveness of project-based or problem-based pedagogy in K-20 settings. Possible topics may include teachers' understandings of problem-based or project-based instruction; implementation studies of problem-based or project-based instruction and learning in the classroom; instructional challenges of PBI implementation; student learning outcomes of problem-based or project-based pedagogy. Submissions on any other topic within the scope of this Special Issue are also welcomed and will be fully considered. The content areas may include a specific STEM field (e.g., chemistry, astronomy, mathematics, biology, engineering, computer science, etc.) or an integrated STEM approach.

- project-based instruction
- problem-based instruction
- driving question
- driving assumption
- benchmark lessons
- milestone
- formative assessment
- artifacts
- situated learning in STEM

Guest Editors

Dr. Jennifer Wilhelm

Dr. Rebecca Krall

Dr. Merryn Cole

Deadline for manuscript submissions

closed (25 January 2023)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/102352

Education Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

[mdpi.com/journal/
education](https://mdpi.com/journal/education)





Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



[mdpi.com/journal/
education](https://mdpi.com/journal/education)



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).