

Special Issue

Integrated STEM and STEM Partnerships: Teaching and Learning

Message from the Guest Editors

The overall focus of this Special Issue is on educational spaces relating to integrated STEM and interdisciplinary partnerships that might occur in integrated STEM spaces. These educational spaces include formal and informal schooling and could include studies involving collaborative work teams, pre-service or in-service teachers, STEM faculty experiences, pre-collegiate students, interdisciplinary education, science education, technology education, engineering and computer science education, or mathematics education.

- Integrated STEM
- Pre-service and in-service teacher education
- Faculty experiences
- Pre-collegiate education
- Partnerships
- Interdisciplinary teams
- Science education
- Technology education
- Engineering and computer science education
- Mathematics education

Guest Editors

Dr. Andrea C. Burrows

School of Teacher Education, University of Wyoming, 1000 E University Ave, Laramie, WY 82071, USA

Dr. Mike Borowczak

Department of Computer Science, University of Wyoming, Laramie, WY 82071, USA

Deadline for manuscript submissions

closed (31 July 2022)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/69968

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 26.5 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the second half of 2025).