Special Issue

Systems Thinking in STEM Education: Pedagogies and Applications

Message from the Guest Editors

Systems thinking has long been recognized as a higher-order thinking skill, a 21st century skill, and, in particular, as a crucial skill for the work of scientists and engineers. Indeed, various scholars, economic, and educational organizations advocate the integration of systems thinking into STEM Education. However, sound and effective pedagogies for fostering systems thinking in STEM education are still in short supply. Submissions can focus solely on systems thinking or investigate the connections between systems thinking and other higher-order thinking skills (critical thinking, creative thinking, sustainability etc.). The pedagogy or application being presented should preferably be theory- or construct-based and include an assessment component (summative and/or formative). Submissions may be intervention studies (empirical) or prescriptive, suggesting a pedagogy or application. Prescriptive papers should include an intervention study design for evaluating the efficacy of the suggested pedagogy or application.

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Systems

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Message from the Editor-in-Chief

Systems is a leading venue for the quick and global dissemination of results of cutting-edge research in various areas of systems science and systems-related fields. An increasing number of researchers are realizing the enormous potential of systems thinking in managing the many unprecedented and complex issues in all areas of need. The *Systems* journal provides a home of exceptional quality for the manuscripts of these researchers who often find it difficult to publish their work in conventional discipline focused journals.

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