



STEM Education: Current Trends, Perspectives, and Narratives

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Message from the Guest Editors

Dear Colleagues,

Scholarship in science, technology, engineering, and/or mathematics (STEM) education has persistently highlighted issues and problems that we as a field continue to face—underrepresentation of socially excluded groups in STEM degree programs and careers, systemic boundaries, and stereotypes that lead to opportunity and achievement gaps, lack of teacher preparation to support children as STEM learners, parents/families as a critical resource in developing STEM persistence, connecting industrial knowledge with educational institutes, among others. Addressing these issues and problems is important so as to meet the enduring demands for technological advances, economic stability, environmental innovations, cybersecurity advancements, and healthcare developments, to name a few.

In this Special Issue, we invite recent scholarship that addresses one of two objectives: (a) novel and/or alternate research (e.g., methods, interventions, techniques, or materials) or perspectives that address a persistent problem highlighted above and (b) reviews of literature and theoretical pieces that take a critical perspective on STEM education practices and/or research...





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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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