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

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Deadline for manuscript submissions:
closed (25 January 2023)

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

Special Issue

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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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