



## STEM Practices and Student Engagement

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### Message from the Guest Editors

STEM education is more than a simple alignment of science, technology, engineering, and mathematics. The STEM agenda quite explicitly seeks to ensure a supply of people trained in the technical and technological skills required in certain parts of the economy—the so-called 'industry 4.0'. To this end, STEM has driven significant organisational and pedagogical transformation at all levels of education.

This Special Issue will bring together papers discussing how theories of practice might offer productive ways to act in the context of these tensions—and simply to understand what is meant by 'student engagement' within this complex context. Both original research articles and reviews are welcome. Research areas may include (but are not limited to) the following:

- the implementation of a networked, informal, or semi-formal STEM curriculum that effectively balances the development of skills with the development of the capacity of students to shape their world within and beyond the workplace;
- (new) methodologies for evaluating student attitude and engagement in STEM.





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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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