

Special Issue

Creativity, Problem-based Learning, and (STEM) Education Practices

Message from the Guest Editors

Creativity and problem-based learning (PBL) justify a much higher priority in educational sciences (with STEM), as they are essential to career success, heightening the belief that creativity and PBL are not just personality traits, but learned skills. Educators around the world are now promoting PBL and creativity techniques with their students. In fact, creativity and PBL are critical skills that must be taught in all subjects. This will drive the global economy and career success of the next generation. Therefore, this Special Issue aims to provide a perspective to highlight how the principles, foundations, and practices of creativity and PBL are linked to improving education and vice versa. Therefore, we invite practical and academic contributions in this relationship.

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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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