



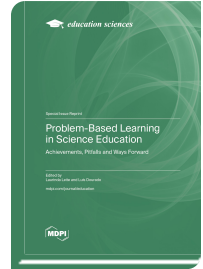
Special Issue Reprint

Problem-Based Learning in Science Education: Achievements, Pitfalls and Ways Forward

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Problem-based learning (PBL) is a student-centered learning approach that was developed in the sixties within the scope of medical schools. As it was proven to be successful, other disciplines have gradually adopted it. Science education was not an exception to this, but no work has been published on this issue so far.

This reprint of the Special Issue “Problem-Based Learning in Science Education: Achievements, Pitfalls and Ways Forward” is the first printed volume focusing on PBL in science education. It addresses the use of PBL for teaching and learning science, in the classroom, outdoors, and in online settings, as well as educating science teachers on teaching through the PBL approach. It offers systematic reviews and empirical studies and fills an existing gap in the specialized literature on science education.



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