



Blended Learning and Teaching in Higher Education: An International Perspective

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Message from the Guest Editors

Dear Colleagues,

The journal *Education Sciences* (ISSN 2227-7102) is currently running a Special Issue entitled “Blended Learning and Teaching in Higher Education: An International Perspective”.

Blended learning, in its basest definition, encompasses the possible combination of computer-mediated and face-to-face teaching. It is not a simple juxtaposition of physical presence and technological mediation, but rather a well-studied alternation of the two, aimed at making the most of the various components and designing effective work contexts for both students and teachers.

This Special Issue is aimed at collecting recent experiences, reflections, and empirical evidence regarding ways to effectively *blend* computer-mediated and face-to-face teaching, by dealing with current open challenges highlighted in the literature.

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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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