



Cognitive Load Theory: Emerging Trends and Innovations

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submissions:

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Message from the Guest Editors

Dear Colleagues,

We are pleased to invite you to contribute to a forthcoming Special Issue in *Education Sciences*, focused on the advancing field of Cognitive Load Theory (CLT). Originating from educational psychology, CLT provides an empirically validated framework for designing effective instructional methods that align with the human cognitive architecture. Over the years, CLT has significantly influenced educational research and practice, offering insights into optimizing learning and instruction.

This Special Issue aims to serve as a platform for innovative empirical research, theoretical advancements, and best practices centered around Cognitive Load Theory. We welcome submissions that explore novel applications of CLT across diverse educational settings, investigate cognitive load factors in emerging technologies, or offer meta-analyses and systematic reviews that critically examine the existing body of CLT research.





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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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