



Advanced Research and Innovation on Technology-Enhanced and Online Learning: Sustainable Education and Learning for All

Guest Editors:

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Message from the Guest Editors

This Special Issue is concerned with how the Education Sciences and technology-enhanced learning (TEL) can together inform a sustainable future in which global agendas can still be realized, such as United Nations' Sustainable Development Goal #4 on 'quality education for all'. Indeed, do we know what can be sustained or what is most important to sustain? What emerging TEL innovations are positioned as part of a recalibrated digital infrastructure supporting education?

Deadline for manuscript
submissions:

closed (31 July 2021)

- UN SDG 4: Education for all
- Inclusive and equitable quality education
- Learning theories and design
- Pedagogical frameworks and methodologies
- Open learning and education
- Online teaching strategies supported by ICT
- Digital and media literacies
- Social media and learning environments
- Online collaboration and communities
- Competences and skills for the 21st century
- Open educational resources, practices and policies
- Informal and formal learning scenarios, integrated
- Hybrid, blended learning settings
- Open science
- Open competence frameworks





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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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