Technology Support in Higher Education and IT Impact on Engagement with Students

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Message from the Guest Editors

Dear Colleagues,

COVID-19 has generated a major shake-up in education around the world, forcing educational institutions to face challenges never seen before. Focusing on the university environment, universities found that they suddenly had to move all their teaching and many other tasks that could no longer be carried out face to face, to a virtual format.

Throughout this process, ICTs plays a fundamental role. As far as possible, they have made it possible to replace face-to-face attendance, providing continuity to many of the tasks that were normally done face to face before the pandemic, such as classes, tutorials, management or coordination. In fact, technological tools have made it possible to maintain a high level of contact with students, with the idea of maintaining their commitment to the organization.

The emergency has led to changes in the roles of teachers and students. The latter have had to exercise their digital competence and assume a more active and co-responsible role in the learning process itself. This Special Issue aims to create a collection of papers related to the use of technology in higher education and its impact on student engagement.

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Special Issue

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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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