

Special Issue

Digital Literacy Environments and Reading Comprehension

Message from the Guest Editors

This joint Special Issue seeks to explore the critical intersections between digital literacy environments and reading comprehension, acknowledging that reading comprehension now occurs within increasingly diverse, technology-rich contexts. As digital texts and multimodal platforms become integral to literacy practices, there is an urgent need to understand how these environments uniquely influence comprehension, engagement, and critical thinking. The scope of this Issue will focus on examining how digital literacy environments—from e-books and educational apps to interactive digital storytelling and online information sources—shape the cognitive and sociocultural processes of comprehension. By concentrating on the effects of technology on reading comprehension, this Issue aims to provide insights into how digital and multimodal experiences foster or inhibit comprehension outcomes, preparing educators, researchers, and policymakers to respond to the digital literacy demands of the 21st century.

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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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