

Special Issue

School Well-Being in the Digital Era

Message from the Guest Editors

This Special Issue, titled “School Well-Being in the Digital Era”, emphasizes the necessity of fostering school well-being in the digital age. We welcome original submissions, including research articles, reviews, concept papers, and communications, that address any issues and problems related to school well-being and digitalization from diverse theoretical and methodological approaches. Submissions may cover a range of topics including but not limited to the following themes:

- Policies for school well-being in the digital era;
- Relationships between educational digitalization and school well-being;
- Digital leadership and school well-being;
- School well-being and digital equality;
- Assessments for school well-being in the digital era;
- Effective interventions on school well-being in the digital age;
- Parental engagement, digitalization, and school well-being;
- Professional development for educators in the digital age for well-being;
- Innovative teaching and learning for well-being.

Guest Editors

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About the Journal

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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