

Special Issue

Engaging Andragogies in Higher Education

Message from the Guest Editors

We are excited to announce a forthcoming Special Issue of Education Sciences entitled 'Engaging Andragogies in Higher Education'. This Special Issue will focus on innovative and evidence-based approaches to adult learning, highlighting strategies, theories, and practices that enhance engagement and foster deeper learning among adult learners in higher education settings. This Special Issue aims to explore topics such as the following: (i) Active and collaborative learning strategies for adult learners; (ii) Technology-enhanced teaching and learning in higher education; (iii) Equity, diversity, and inclusion in adult education practices; (iv) Assessment and feedback methods tailored for adult learners; (v) Case studies and success stories of transformative teaching; (vi) Other relevant topics related to teaching and learning in higher education settings. Submissions are welcome from researchers, educators, and practitioners who are reimagining how andragogy can address the evolving needs of higher education.

Guest Editors

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Deadline for manuscript submissions

closed (28 February 2026)



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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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manuscripts are peer-reviewed and a first decision is provided to authors approximately 26.5 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the second half of 2025).