

Special Issue

Emerging Technologies in Education: Exploring Their Impact on Teaching and Learning

Message from the Guest Editors

In today's rapidly evolving educational landscape, digital technologies are playing an increasingly transformative role in how teaching and learning occur across all levels of education. From early childhood to higher education, innovative tools such as artificial intelligence, virtual and augmented reality, learning management systems, gamified applications, educational robotics, and mobile learning platforms are reshaping classroom dynamics and pedagogical strategies. Hence, we are pleased to propose this Special Issue titled "Emerging Technologies in Education: Exploring Their Impact on Teaching and Learning". This Special Issue aims to bring together a collection of research papers and reviews from diverse theoretical and methodological perspectives, exploring how emerging technologies are being integrated into classroom settings to enhance learning outcomes, teaching effectiveness, and student engagement. We welcome contributions that focus on both theory and empirical research/practical implementations in real educational contexts.

Guest Editors

Dr. Sokratis Tselegkaridis

School of Philosophy and Education, Department of Education, Aristotle University of Thessaloniki (AUTH), Thessaloniki, Greece

Dr. Sapounidis Theodosios

School of Philosophy and Education, Department of Education, Aristotle University of Thessaloniki (AUTH), 54124 Thessaloniki, Greece

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Education Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

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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.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's University Belfast, Belfast BT7 1NN, UK

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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).