Special Issue

Online Education: Lessons Learnt and the Way Forward

Message from the Guest Editors

We hope to explore the idea of online learning from various stand points, i.e., empirical research, thought leadership, conceptual papers, and practical applications. We are interested in how educators and educational institutions have harnessed the affordances of online education and how they have re-defined learning in an effort to embrace the changes and challenges in these times of disruption. The aim of the Special Issue: This Special Issue is timely given that many education systems are facing a new normal. The gradual opening up of borders now that COVID-19 is endemic is an opportune occasion to make up for lost time. The contributions to this Special Issue will help inform policy makers and practitioners on how the affordances of online education could be harnessed and how future disruptions to teaching and learning could be minimized. In this Special Issue, original research articles and reviews are welcome. Research areas may include but are not limited to the following:

- online teaching and learning;
- innovative pedagogies;
- blended learning;
- hybrid learning;
- technology-mediated teaching and learning;
- disruptions to education.

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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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