

## Special Issue

# Emerging Technologies in Teaching and Learning to Solve Real-World Challenges: Perspectives, Challenges, and Future Directions

### Message from the Guest Editors

This Special Issue explores the use of emerging technologies in various educational settings, such as K-12, higher education, organizational training, and informal learning environments, to address challenges related to teaching, learning, and performance. From AI, VR, and AR, to personalized learning platforms, gamification, and robotics, we seek to understand and provide evidence of the potential of these tools in fostering meaningful learning experiences and outcomes.

We ask how educators can harness these technologies to create effective, interactive, practical, inclusive, and/or immersive learning experiences and what challenges and ethical considerations arise as we integrate these emerging technologies into formal and informal learning spaces to address education and training needs.

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### Guest Editors

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### Deadline for manuscript submissions

closed (30 June 2025)



## Education Sciences

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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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### Editor-in-Chief

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#### Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.2 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the first half of 2025).