

Special Issue

Digital Play with Innovative Technologies for Engaged and Effective Learning

Message from the Guest Editors

This Special Issue aims to consolidate knowledge, stimulate scholarly dialogue, and inspire future research and practice at the intersection of digital play, innovative technologies, and educational effectiveness.

Suggested themes: **Pedagogies of digital**

play: Teaching strategies and learning designs that leverage innovative technologies. **Learning through**

play: How digital play fosters creativity, critical thinking, collaboration, and social-emotional development.

Technology-enhanced play environments: Use of AR/VR, AI, robotics, gamification, and simulations in learning. **Teacher professional**

practices/development: Supporting educators/teachers to design, adapt, and reflect on playful digital pedagogies. **Student agency and**

participation: Empowering learners through co-creation, personalisation, and playful inquiry. **Equity and**

inclusion: Designing accessible and culturally responsive digital playful learning environments.

Assessment in digital play: Innovative approaches for evaluating engagement, progress, and learning outcomes. **Systematic and scoping**

reviews: Synthesising research on digital play and innovative technologies to inform theory, policy, and practice.

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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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