

## Special Issue

# Investigating Informal Learning in the Age of Technology

### Message from the Guest Editors

Informal learning can take place consciously or unconsciously in all areas of life and in all phases of life. There are numerous studies on learning in the process of work in particular, but also on informal learning in the family, in peer groups or in voluntary work. Digital technologies are dramatically expanding the possibilities and presumably also the necessity of informal learning. The omnipresence of digitally networked technologies enables access to knowledge and information largely independent of time and place and at the same time poses new challenges, e.g. with regard to the examination and evaluation of available content. This special issue deals with the possibilities, requirements and limits of informal learning with, about and in relation to digital technologies. In particular, the use of artificial intelligence, the handling of privacy and data protection aspects as well as the question of the limits of informal learning could be considered here. However, contributions on other issues in this subject area are also very welcome.

### Guest Editors

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### Deadline for manuscript submissions

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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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