

Special Issue

Supporting Learner Engagement in Technology-Rich Environments

Message from the Guest Editor

This Special Issue focuses on learners across the age range—whether learners are in primary, secondary, further, vocational, tertiary or lifelong education. In this Special Issue, original research articles and reviews are welcome. Research areas may include (but are not limited to) the following:

- How far learner engagement is supported by a specific digital technology;
- Forms of learner engagement that are specifically supported by digital technologies and those that are not;
- How outcomes from learner engagement are identified or assessed in technology-rich environments;
- Whether wider groups or individuals are now able to engage in learning, perhaps for the first time or more easily;
- Whether emerging digital technologies enhance learning engagement opportunities for learners who have previously found it difficult to engage;
- How the width of digital technologies in technology-rich environments need to be implemented, developed or managed to support wider learner engagement;
- Gaps in the current literature that detail 'Supporting Learner Engagement in Technology-Rich Environments'.

I look forward to receiving your contributions.

Guest Editor

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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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