

## Special Issue

# Technology-Enhanced Collaborative Learning

### Message from the Guest Editors

Dear Colleagues: In recent years, there has been increasing interest in the application of technology to collaborative learning. Collaborative learning is a widely used educational approach that involves two or more learners “*working together to solve a problem, complete a task, or create a product*”. Theoretically, collaborative learning aligns with social constructivism, which posits that learning takes place in social and cultural settings, and that knowledge is not only constructed on the individual level but also co-constructed on the social level via interpersonal interactions. Effective collaborative learning environments facilitate knowledge co-construction and build communities of learners. The past two decades have witnessed the emergence of the paradigm of computer-supported collaborative learning (CSCL). The ongoing evolution of technologies/artifacts has inspired researchers to reconceptualize, redesign and re-evaluate collaborative learning in technology-enhanced environments.

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### Guest Editors

Dr. Xiongyi Liu

Prof. Dr. Wenbing Zhao

Prof. Dr. Roland Pourdavood

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### Deadline for manuscript submissions

closed (5 March 2024)



## Education Sciences

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### 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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