

Special Issue

Advances in Digital and Flipped Classrooms

Message from the Guest Editors

In recent years, flipped classrooms have been developed and applied by many institutions in various learning situations. In order to conduct effective and efficient flipped learning situations for teachers and students, digital technologies play an important role in supporting their teaching and learning. For example, learning guidance mechanisms may support students to conduct pre-class content learning in a flipped classroom. Technological learning tools such as e-book or video systems may facilitate students to read and watch learning materials. Artificial intelligence, machine learning, and affective computing may provide learning analytics to support flipped learning processes. This Special Issue investigates the potential challenges and problems identified in the use of digital technologies for the flipped classroom, and invites you to submit research that can address relevant solutions in different educational levels.

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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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