

Special Issue

Age-Friendly Media Literacy Education for Older People

Message from the Guest Editors

Societies today are in the process of digitalization, which affects public administration, educational services, healthcare and welfare services, and private commercial services. In addition, government bodies, media, businesses, as well as citizens communicate and transmit information to a growing extent through digital media such as the Internet and social media. Media literacies are conceived as core competences for citizens of all ages living in today's digitalized societies and are in this Special Issue understood broadly as the abilities to use, understand, critically evaluate, and create media contents in a variety of contexts. The aim of this Special Issue is to present and discuss recent advances in age-friendly media literacy education for older people. The call is open to papers that address the issue of age-friendly media literacy education in relation to pedagogical approaches and instructional methods, such as peer-to-peer teaching, intergenerational approaches, blended and online pedagogy, and approaches based on participants' creative processes. The Special Issue welcomes research papers, reviews of studies, or theoretical discussions.

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Deadline for manuscript submissions

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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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