

Special Issue

Teaching and Learning with Virtual/Augmented Reality

Message from the Guest Editors

Dear Colleagues: The use of virtual and augmented reality (VR/AR) in teaching and learning has becoming an increasingly popular trend in education. VR/AR provides a new and innovative way to engage students in the learning process, allowing them to explore concepts in a more interactive and immersive manner. By using VR/AR, educators can create virtual environments that replicate real-life scenarios, a tool which can be particularly beneficial for students who struggle with traditional learning methods. Some of the potential benefits of teaching and learning with VR/AR include increased student motivation, better retention of information, and improved problem-solving skills. However, there are also some challenges and limitations associated with implementing VR/AR in the classroom, such as the cost of equipment and the need to provide specialized training for educators. Overall, the goal of this Special Issue is to promote discussion and collaboration among educators, researchers, and technology developers, advancing, if possible, our understanding of how these emerging technologies can best be used to support effective teaching and learning.

Guest Editors

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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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