Special Issue

Beyond the Clickstream: Qualitative, Quantitative, and Mixed Approaches to Understanding Online Learners

Message from the Guest Editors

The integration of digital media into educational contexts has brought forth two distinct dimensions: physical and the virtual. While the physical dimension encompasses formal and informal spaces, both of which can be observed and assessed, the virtual dimension presents opportunities to analyze and interpret training through the data generated by educational platforms. Data analysis, increasingly supported by Artificial Intelligence, is emerging as a pivotal tool for understanding educational processes with greater accuracy and predictive capacity. This Special Issue aims to present examples of qualitative and quantitative studies that investigate data analysis in virtual learning environments. Acknowledging the complexity of such analyses, we consider it essential to advance in the identification and interpretation of data to enhance our understanding of educational processes. We invite the scientific community to contribute perspectives and interpretations that will aid in the development of a robust framework for data analysis in virtual education.

Guest Editors

Prof. Dr. Bartolomé Rubia-Avi

Prof. Dr. Jairo Rodríguez-Medina

Dr. Ada Freitas-Cortina

Deadline for manuscript submissions

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Education Sciences

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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