

Special Issue

Education Technology and Literacies: State of the Art

Message from the Guest Editors

Conversations about the integration of technology into many, if not all aspects of our lives are ubiquitous, and one of the areas in which there are barely any conversations that do not touch upon technology, in one way or another, is education. However, without meaningful integration in teaching–learning processes, digital tools and ubiquitous technologies can be ineffective (Becker et al., 2017). Additionally, the Horizon report for higher education (Alexander et al., 2019) stated that digital literacy is one of the significant challenges that impede upon meaningful integration of technology in academic courses. Headlines about how education technology (EdTech) can improve many aspects of teaching and learning, and how it can provide access to and continuation of education in challenging settings such as the ongoing pandemic, paint a picture of great promise, which often depicts EdTech as the answer to many, if not all problems education faces. While the overall tone of the ongoing conversation about EdTech is one of many potentials and promises, research on EdTech so far has shown mixed results...

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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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