

Special Issue

Educative Technology and Measurement of Professional Digital Competence

Message from the Guest Editors

With the global crisis due to COVID-19, it is impossible to question that the new information and communication technologies (ICT) have fully entered all spheres of our society to access information and constant change. In this hectic integration, the educational community has seen a great opportunity in the use and adaptation of ICT resources to improve the teaching and learning process of students. ICT is a crucial factor for the development of generic skills that are being worked on in the curriculum. Consequently, teachers must have high digital training, as well as correct attitudes toward technologies. Examining the bibliography on digital competence, we can find that most studies focus on the competencies of the students, and less on the active teachers of the different educational stages (early childhood education, primary education, secondary education, and higher education).

Guest Editors

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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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