

Special Issue

Integrating Technology in Preschool and Primary Education: Perspectives in the Post-pandemic Era

Message from the Guest Editors

Modern advances in digital technology and the use of robotics have profoundly influenced the educational process. One of the main factors that contributes to the successful implementation of new technology in any educational setting is the perceptions of the parties involved. Indeed, the perceptions of teachers, parents, and students themselves are of paramount importance. The present endeavor aims to highlight these perceptions in order to define any dysfunctional beliefs that should be taken into account upon the integration of technological advancements in preschool and primary school settings. Apart from the perceptions of the parties involved, how technology is applied in schools—particularly as a result of the teaching crisis during the pandemic era—might also support a better understanding of the current situation. Overall, the scope of this Special Issue is to identify the best way to assist the digital transformation of education so that students can develop the skills necessary for the 21st century.

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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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