Special Issue

The Impact of Emerging Technology on Teaching and Learning: Contexts, Actors and Resource

Message from the Guest Editors

We would like to invite you to participate in this Special Issue, which aims to garner research and experiences on the integration of emerging technologies in education. It seeks to analyse their impact, both on classroom practices and on the training of teachers who must implement them, and focus on the emergence of new pedagogical approaches and the demands associated with the training of professionals in different sectors of the community. We encourage the submission of empirical studies, theoretical reviews and methodological proposals that contribute to our understanding of how technology is redefining educational processes and the skills required in the 21st century. This Special Issue aims to collect papers that explore how technology is transforming learning at different levels and in various educational contexts today, highlighting the impact of artificial intelligence, educational robotics and other emerging technologies on the design, implementation and evaluation of teaching and learning processes and on teacher training and curricula.

Guest Editors

Prof. Dr. Manuela Raposo Rivas
Department of Didactics, School Organization and Research Methods, University of Vigo, Vigo, Spain

Dr. Olalla García-Fuentes
Department of Didactics, School Organization and Research Methods, University of Vigo, Vigo, Spain

Deadline for manuscript submissions

1 June 2026

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.

Editor-in-Chief

Prof. Dr. Daniel Muijs
School of Social Sciences, Education and Social Work, Queen's University Belfast, Belfast BT7 1NN, UK

Author Benefits

High Visibility:
indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

Journal Rank:
JCR - Q1 (Education and Educational Research) / CiteScore - Q1 (Physical Therapy, Sports Therapy and Rehabilitation)

Rapid Publication:
manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.2 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the first half of 2025).