

Special Issue

Inclusion in Educational Settings with the Support of Artificial Intelligence

Message from the Guest Editors

Environmental factors interact with all dimensions of an individual's functioning and can act as barriers or facilitators, thus having a positive or negative effect on their performance and on everyone's active participation. Technologies, understood as mediators between the person and the environment, promote inclusion and can contribute to the development of inclusive and fair educational models. In this sense, technologies can play both a compensatory/enabling role, making those students "able-bodied" who cannot perform a specific function due to various difficulties, and a role of social and participatory support, ensuring participation in a context of social learning. Referring to the educational context, this topic welcomes research contributions, experiences and systematic reviews on pedagogical models based on the principles of inclusion, accessibility and usability, assistive technologies, design for all, artificial intelligence and disability, disability and gaming, robotics, extended reality, the teachers' digital competence.

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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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