

Special Issue

Learner–Computer Interaction and Intelligent Tutoring Systems

Message from the Guest Editors

Research in the field of learner–computer interaction (LCI) involves the analysis, implementation, and utilization of interactive technologies to enhance and boost knowledge acquisition. Indeed, e-learning is a multifaceted process that embodies several complex issues, such as human, software, information, and interaction. The field of LCI provides indispensable tools for building an educational environment which can be tailored to learners' needs, preferences, and interests. This environment has to offer an adaptive and personalized learning experience to students in order to further modernize the educational process. This Special Issue welcomes original research papers as well as review articles and short communications in the aforementioned area.

Guest Editors

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Deadline for manuscript submissions

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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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