

## Special Issue

# Smart Education in the Digital Society

### Message from the Guest Editors

This Special Issue aims to disseminate cutting-edge research on smart education in the context of rapid advancements in AI technologies. It emphasizes integrating and assessing their impact within educational institutions, ranging from schools to the broader education system. The themes encompass the perceptions of educators and learners towards these technologies and their potential to disrupt traditional dynamics among students, teachers, and educational institutions. Additionally, this Special Issue explores new learning frameworks, addresses epistemological gaps between learners and teachers, and examines established models, such as constructionism. Emphasis is placed on AI as a standalone school subject and its implications for the educational ecosystem.

### Guest Editors

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### Deadline for manuscript submissions

closed (31 October 2024)



## Education Sciences

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Impact Factor 2.6  
CiteScore 5.5



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## 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.

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### Editor-in-Chief

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

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#### 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).