

Special Issue

Digital Education: Theory, Method and Practice

Message from the Guest Editor

The rapid developments in technology and the impact of the Fourth Industrial Revolution in higher education demand fundamental reconsiderations for the instructional design of educational practices. Design for learning in a digital era requires not only systematic principles but also approaches that foster the interaction of learners with peers, with teachers and with the outside world, enhanced by technology-rich contexts. Additionally, the technologies need to be carefully integrated in the design of student-centered activities as part of the learning environment to foster knowledge construction through social collaboration and competencies development while promoting self-directed learning. These are essential aspects in the formation of the professionals of the new age.

Guest Editor

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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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