

Special Issue

Technology-Enhanced Nursing and Health Education

Message from the Guest Editors

We invite you to contribute to the current Special Issue. Our lives have gradually incorporated technology to monitor health. However, we face the challenge of training the next generation of healthcare professionals by using those technologies. This Special Issue focuses on research, training, and interventions in health education and nursing education. Both technical and educational aspects of technology are included in this section, whether in a hospital, community, or instructional setting. The scope will include techniques and methods that correctly demonstrate how to incorporate health technology in order to promote peoples' health. Contributions must be original, and empirical studies are welcomed, provided the methodologies are clearly articulated and rigorously applied. Review papers and case studies may also be considered. It seeks to collate scholars, educators, policymakers, and practitioners and allows them to collectively and critically identify, investigate, and share best practices. This will support commitment and response from the education sector to incorporate approaches that use technology-enhanced health tools and methods.

Guest Editors

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Prof. Dr. Gilson de Vasconcelos Torres

Deadline for manuscript submissions

closed (31 July 2025)



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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.

Editor-in-Chief

Prof. Dr. Daniel Muijs

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