

Special Issue

Postsecondary and Tertiary Peer Assisted Learning

Message from the Guest Editor

This Special Issue seeks to address the needs of postsecondary/tertiary students through a learning environment that enhances their academic achievement, engagement, learning mastery, and persistence to graduation. PAL can accomplish these purposes if specific guidelines and best practices are followed. *Education Sciences* prioritizes submissions that synthesize information from disparate backgrounds, place research findings within a broad context, extend our methodological and theoretical understanding, and inform education policy and practice. The journal publishes quantitative, qualitative, and mixed-method research papers. Extended reviews of substantive research are also welcome. Additionally, *Education Sciences* invites commentaries and original opinion pieces and/or analyses of issues and events of concern to education scholars that have international resonance. Topics of interest include: best practices of PAL; new models of PAL; personal and professional development by the student participants and leaders of the PAL groups; antiracism policies and practices for PAL groups; online PAL models; use of technology and social media.

Guest Editor

Dr. David Arendale

Department of Curriculum and Instruction, College of Education and Human Development, University of Minnesota, Minneapolis, MN 55432, USA

Deadline for manuscript submissions

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Education Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

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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

School of Social Sciences, Education and Social Work, Queen's
University Belfast, Belfast BT7 1NN, UK

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