

Special Issue

Higher Education Development and Technological Innovation

Message from the Guest Editors

Technological innovation has been informing and transforming higher education for over 30 years. While it is noted that the speed of this transformation increased during and after the COVID-19 pandemic, technology innovation is now at the centre of inclusive and accessible learning and teaching practice, particularly blended and online teaching. This Special Issue seeks to move innovation from the singular classroom or lone campus to enable others to learn from, adopt and adapt practices and research from where these innovations have been used. Submissions should report authentic, empirical research and include lessons learnt and best practice moving forward to inform the sector in a learning organisation approach (Senge 1990).

Technological innovation can help connect and prepare students for the workforce. It encourages online collaboration and transformation across learning and teaching in various ways and can support all types of learners across new and engaging environments. It can provide a safe place for students to learn about, use and engage with AI in order to be productive members of the workforce of the future.

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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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