

Special Issue

Supporting Student Learning and Engagement through Analytics

Message from the Guest Editors

Learning Analytics is an emerging interdisciplinary research field that has received great attention. Learning Analytics is grounded in the research of computer and data science where students' data can be used for gaining deeper insights on learning via data seeds. The field is also influenced by several other disciplines including, but not limited to, education, psychology, technology-enhanced learning, Artificial Intelligence, and statistics. However, the connection between these disciplines is often weak and the community of Learning Analytics has been trying to tackle a set of complex problems related to improving the student learning experience and the environments of their learning contexts. This Special Issue intends to bring perspectives and approaches pertaining to supporting students learning and engagement using Learning Analytics to highlight both conceptual and empirical research. The Special Issue also intends to highlight and bring practices that feature the importance of supporting engagement and learning as well as valuing the broader research agenda of Learning Analytics.

Guest Editors

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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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