

Special Issue

Teaching and Learning with Technology to Promote Educational Inclusion Processes: Opportunities and Challenges

Message from the Guest Editors

This Special Issue will accept original research articles which analyze the use of digital technologies in education to improve the inclusion of all people and which provide technological solutions to improve equity and accessibility in education. Papers are therefore expected to include rigorous analyses about the use of innovative resources and strategies to support the learning of students with diverse needs and abilities. Systematic literature reviews that address accessible designs, the adaptation of educational resources, the use of assistive technologies, and the creation of inclusive educational environments are also welcome. The suggested topics include the following:

- Digital inclusion and universal learning design;
- digital divide, digital inclusion, and inclusive education;
- digital technologies for accessibility;
- innovation and inclusive education;
- equity and inclusion in education;
- teacher training in inclusive digital competences.

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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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Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 26.5 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the second half of 2025).