

Special Issue

Is Online Technology the Hope in Uncertain Times for Higher Education?

Message from the Guest Editor

The coronavirus pandemic has required all organizations to examine how they will function in the years to come. Private corporations are dealing with major issues, such as remote work, changing markets and customers in the era of Amazon.com, and costs. The same is true in higher education, as institutions of learning migrate to online technology to support instruction, academic services, and administrative efficiency. Even before the onset of the pandemic in 2020, higher education had been evolving to a more online environment, with some predicting significant upheaval, while others suggested a more deliberately careful approach to technology. In this Special Issue, original research articles and reviews are welcome. The Editors seek to provide a forum for academic leaders and researchers around the globe to consider whether online technology can serve as a vehicle of hope for higher education to improve instruction, to make college more affordable, to mitigate the increasing costs, and to ensure marginalized populations can access education. I look forward to receiving your contributions.

Manuscript deadline: 1 October 2023 **Abstracts deadline:** 28 February 2023

Guest Editor

Prof. Dr. Anthony G. Picciano

Hunter College and Graduate Center, City University of New York, New York, NY 10017, USA

Deadline for manuscript submissions

closed (15 January 2024)



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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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