

Special Issue

Advances in Technology-Enhanced Teaching and Learning

Message from the Guest Editors

Recent technological advances in tools and communications have significantly leveraged the adoption of technological practices in all academic subjects and at all levels (K-12, primary, secondary, higher, and adult education). However, technology-enhanced education incorporates both emerging technologies and pedagogical aspects. Although many technological trends have emerged in distance, blended, and traditional education (MOOCs, VR/AR, AI/intelligent agents, use of social media, etc.) their effects on different pedagogical dimensions have not been fully investigated. Overall, the efficient application of combined learning theories (e.g., constructivism and connectivism) through new technological approaches, as well as the exploration of their effects on cognitive, affective, and learning processes, have motivated the research community to conduct further study into all aspects of technology integration in education. This Special Issue aims to reflect contemporary research trends in the field of technology-enhanced education, aligning technological and pedagogical considerations. The topics will relate to the use of technology in education at all academic levels.

Guest Editors

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Deadline for manuscript submissions

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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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