

Special Issue

Innovative Pedagogy for Online, Face-to-Face (F2F) and Hybrid Delivery Modes in Higher Education

Message from the Guest Editor

The evolution of higher education has been significantly disrupted and influenced by the recent 2020 pandemic. Various delivery modes such as online, face-to-face (F2F) and hybrid learning have quietly established themselves as convenient with minimal examination of their capabilities to enhance learning and teaching. In addition, accelerated advancements in educational technology, as well as changing student demographics and geopolitical challenges continue to reshape the higher education landscape. Consequently, there is an urgent need to reimagine traditional pedagogy to accommodate diverse learning preferences, integrate emerging technologies and prepare students with the skills needed for the fast-changing world of tomorrow. Innovative pedagogical approaches across various delivery modes provide a foundational means to deliberately design the higher education transformation process where learning is at the forefront. By grounding pedagogical innovations in evidence-based principles of how learning occurs, this Special Issue contributes to enhancing the quality and relevance of higher education, even as changes continue to occur.

Guest Editor

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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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