

Special Issue

Fostering Inclusive Online Education: From Foundational Learner Support to Collaborative Learning

Message from the Guest Editors

The rapid expansion of online education has fundamentally reshaped contemporary teaching and learning across the higher education context. Accelerated by the COVID-19 pandemic and sustained by ongoing digital transformation, online learning environments have become more central to the learning experience rather than a peripheral mode of educational delivery. While this expansion has created new opportunities for access, flexibility, and innovation, it has also exposed and, in some cases, exacerbated existing inequities related to digital access, learner preparedness, accessibility, participation, and belonging.

The aim of this Special Issue is to advance the understanding of how inclusive online education can be fostered through the integration of foundational learner support and collaborative learning approaches. It seeks to showcase empirical and practice-oriented research that examines inclusive design, pedagogical innovation, learner experiences, and institutional strategies in online and digitally mediated learning environments.

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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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