

Special Issue

Agency in Teaching and Learning with Digital Technology: Opportunities and Challenges

Message from the Guest Editors

The scope of this Special Issue includes, but is not limited to, the following areas:

- Theoretical perspectives on agency in learning and teaching with digital technology;
- Empirical studies on digital tools and platforms that enhance or challenge agency in learning;
- Innovative pedagogical strategies that promote learner and teacher agency;
- Challenges to agency in digital learning environments, including equity, access, and ethics;
- The role of AI and other digital technologies in supporting personalised and autonomous learning;
- Evaluation and assessment practices that empower learners and educators;
- Case studies on successful practices that enhance agency in technology-enhanced learning.

This Special Issue aspires to illuminate the complexities of enhancing agency in teaching and learning through digital technology, paving the way for innovative educational practices that respond to the opportunities and challenges of the digital era.

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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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