

Special Issue

Research Methods and Empirical Studies of Higher Education Study Environments

Message from the Guest Editors

Educational research often separates the causes of academic performance into “prior” conditions such as student demographics, students’ previous educational results, admission criteria, etc., on the one hand, and changeable factors on the other hand. Changeable factors include class size, student–staff ratios, indoor environment, length of the school day, and pedagogical factors, that is, all types of teaching practices and activities. However, it has been difficult to reliably identify specific factors within the study environment. For this Special Issue, we invite colleagues to contribute articles on research methods and empirical studies of higher education study environments (meaning both offline and online teaching and learning settings and activities aimed at both curricular and extracurricular purposes). The aim is to jointly strengthen research into the changeable factors in higher education with a view to creating a strong foundation for developing the quality of study environments.

Guest Editors

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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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