

Special Issue

Comparing Classroom and Online Learning

Message from the Guest Editor

The goal of this Special Issue is to present research and reviews that tackle these unknowns and misconceptions to present a clearer picture of how course formats influence learning in higher education. Research questions may address the following regarding various course modalities: pedagogy, teaching strategies, learner outcomes (e.g., course grade, withdrawal), student and faculty perspectives and attitudes, formative and summative assessment design, engagement (e.g., study habits, social presence), transactional distance, cognitive load, psychological attributes (e.g., self-efficacy, motivation, locus of control, and resilience), and the use of learning analytics. Works that also compare faculty development, technology adoption, and institutional support across modalities will also be considered. Original works that are generalizable beyond an individual discipline are strongly encouraged.

Deadline for manuscript submissions

closed (30 April 2021)



Education Sciences

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Impact Factor 2.6
CiteScore 5.5



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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.

Editor-in-Chief

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manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.2 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the first half of 2025).