

Special Issue

The Digitalized K-12 Classroom in the Age of AI, Analytics and IoT

Message from the Guest Editors

Schools around the world have been digitalized as a reflection of an overall societal digitalization. Digital technologies have been integrated into many classrooms and have become as natural for educational practices as any other historical tool in schools. In the meantime, however, research and technology development is taking place at a rapid pace, further advancing the imaginaries of the future classroom. Examples of such development strands are AI, learning analytics, and IoT for education. For this Special Issue, we welcome authors to submit papers that relate to emergent advanced technologies, and how they can or have been employed to transform and support K-12 education with a particular focus on classroom practices. As such, we welcome theoretical papers that provide critical or conceptual ideas as well as empirical work that showcase the potentials of the emerging advanced technologies for future classrooms.

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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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