

Special Issue

Educational Technology's Influence in Higher Education Teaching and Learning

Message from the Guest Editor

The aim of this Special Issue is not only to present successful practice examples from before or during the COVID-19 pandemic, but also to provide useful information to university teachers in order to assist them to further understand the higher education context, demands and challenges of digital education. The rapid teaching and learning change in higher education, the reshaping curriculum demands, the 21st century digital competence challenges and learning technology developments are only some of the areas that may be influenced by the COVID-19 pandemic and they may be bound to stay with us. All these areas make it crucial for higher education teachers, educational researchers, and learning technologists to consider teaching and learning under the perspectives of digital education and innovation.

- Technology-enhanced learning
- Learning approaches
- Curriculum design
- Digital capabilities
- Learning evaluation
- Higher education

Guest Editor

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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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Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 26.5 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the second half of 2025).