

Special Issue

Using Technology in Higher Education—Series 1

Message from the Guest Editor

This issue offers the opportunity to share innovative ideas and established practice that show the ways that technology can be used in teaching Higher Education, with a focus on those aspects that are distinct from those of other educational contexts—for example, managing to engage students who are adults, who have different interests and pressures, and who need different and distinct support. Moreover, we invite contributions that show how technology can enable education that meets the need to create graduates who can operate and flourish in the context of the 4th industrial revolution. This requires Higher Education to enable students to deal with the cascade of information and data and arm them with the skills to critically select reliable sources and to manipulate and manage data. Technology also offers support for virtual learning and collaboration. Given the experiences of 2020 and the global responses to the Coronavirus, this issue is also an opportunity to share evidence-based approaches to moving learning to entirely online.

- Technology-enhanced learning (TEL)
- Flexible pedagogy
- Computer-mediated learning
- 4th Industrial Revolution

Guest Editor

Prof. Dr. Neil Gordon

Department of Computer Science and Technology, University of Hull,
Hull HU6 7RX, UK

Deadline for manuscript submissions

closed (25 March 2021)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



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Education Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

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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

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's University Belfast, Belfast BT7 1NN, UK

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