

Special Issue

Classroom and School Learning Environments

Message from the Guest Editors

Recent global changes warrant educational leaders to reconsider the scope of areas of study. In the current COVID 19 situation, learning environments are transformed through the design and delivery of education, innovative thinking, and the use of transformative technologies. Richly interactive personalised learning experiences for students are producing pedagogical shifts through embracing teaching practices that promote knowledge construction. The transformational challenge is to optimise a student-centred approach to learning through the use of technology enhanced teaching practices giving rise to innovative learning environments, creating an area of need where the extent to which innovative learning environments contribute to changes in behaviour and pedagogical practices can be studied. The next and most ignored area of study in the area of learning environments is the shift to the creation of new learning spaces.

- Classroom learning environments
- Technology and learning environments
- Learning spaces
- Teacher and student emotions

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Deadline for manuscript submissions

closed (31 December 2021)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/51982

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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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