

Special Issue

Innovative Technologies in Distance Learning Education

Message from the Guest Editors

The main aim of this Special Issue is to publish original research, case studies, and literature reviews that can offer different perspectives and represent models for future extended implementations. The focus is on:

- Adapting educational curricula in accordance with the market and with students' attentiveness to increase their enthusiasm and interest in study;
 - Stimulating interaction between class members (students, teachers) through simulations, gaming, and MOOCS as a response to cases when physical presence is not possible;
 - Boosting innovation and driving changes: quality education and training systems to be able to adapt quickly to new realities, promote innovation, boost resilience through a reinforced social cohesion, anticipate future trends, and drive changes.
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- MOOCs
 - VR
 - AR
 - gaming
 - simulation
 - distance education

Guest Editors

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Deadline for manuscript submissions

closed (30 November 2022)



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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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JCR - Q1 (Education and Educational Research) / CiteScore
- Q1 (Physical Therapy, Sports Therapy and Rehabilitation)

Rapid Publication:

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).