

Special Issue

Digitalization of Education: Technology Enhanced Learning

Message from the Guest Editors

The process of change, further exacerbated by the COVID-19 pandemic, has created a new scenario in which the digitalization of education changed its idiosyncrasy, obtaining a preponderant position in the educative context that could establish new laws, policies, educator and student profiles, and new academic demands. Digital and technological tools and resources, and related methodologies and constructs, should be considered support. From this perspective, this Special Issue aims to provide an opportunity for researchers, academics and educators to share up-to-date empirical evidence obtained from original and innovative studies, pertaining to technology-related educational interventions and developed in different educational levels and contexts (pre-school, primary, secondary, and university settings, among others), that could show effects on the teaching–learning process due to their impact on basic and complex neuro-psychological processes, affective–motivational processes, academic performance, and learning.

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