



Educative Technology and Measurement of Professional Digital Competence

Guest Editors:

Prof. Dr. Francisco D. Guillen-Gamez

Department of Didactics and School Organization, University of Malaga, 29016 Málaga, Spain

Prof. Dr. Sandra Vázquez Toledo

Department of Educational Sciences, University of Zaragoza, Calle Pedro Cerbuna, 12, 50009 Zaragoza, Spain

Dr. Cecilia Latorre Cosculluela

Department of Educational Sciences, University of Zaragoza, calle Valentín Carderera, 4, 22003 Huesca, Spain

Deadline for manuscript submissions:

closed (15 September 2021)

Message from the Guest Editors

Dear Colleagues,

With the global crisis due to COVID-19, it is impossible to question that the new information and communication technologies (ICT) have fully entered all spheres of our society to access information and constant change. In this hectic integration, the educational community has seen a great opportunity in the use and adaptation of ICT resources to improve the teaching and learning process of students.

ICT is a crucial factor for the development of generic skills that are being worked on in the curriculum. Consequently, teachers must have high digital training, as well as correct attitudes toward technologies. Examining the bibliography on digital competence, we can find that most studies focus on the competencies of the students, and less on the active teachers of the different educational stages (early childhood education, primary education, secondary education, and higher education).

Prof. Dr. Francisco D. Guillen-Gamez

Prof. Dr. Sandra Vázquez Toledo

Dr. Cecilia Latorre Cosculluela

Guest Editors





an Open Access Journal by MDPI

Editor-in-Chief

Prof. Dr. Daniel Muijs

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

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.

Author Benefits

Open Access: free for readers, with article processing charges (APC) paid by authors or their institutions.

High Visibility: indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

Journal Rank: CiteScore - Q1 (*Education*)

Contact Us

Education Sciences Editorial Office
MDPI, St. Alban-Anlage 66
4052 Basel, Switzerland

Tel: +41 61 683 77 34
www.mdpi.com

mdpi.com/journal/education
education@mdpi.com
[X@EducSci_MDPI](https://twitter.com/EducSci_MDPI)