



Virtual and Augmented Reality in Education

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Message from the Guest Editors

As immersive technologies are becoming more user-friendly and affordable, they tend to represent very promising technological tools for education. Technological development such as augmented/virtual or mixed reality will affect education, having a major impact both for the educators and the students.

Students can make use of virtual spaces, teleport to new worlds, become immersed in different locations around the world without even leaving their desks, or become content creators via AR experiences or mixed reality outdoor activities, creating new opportunities in educational activities even for students with mobility impairments.

On the other hand, educators can now access different types of highly engaging educational material, even for topics that initially seemed of low interest to the students, due to a plethora of pervasive immersive apps.

This Special Issue aims to compile a comprehensive review of educational use cases of XR technologies across the globe, highlighting the benefits, the risks and the limitations and adoption challenges of immersive technologies.

We look forward to receiving your contributions.





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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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