Online Learning and Digital Education: Opportunities and Challenges

Guest Editors:

Dr. Ana María Martín-Cuadrado

Dr. Lourdes Pérez Sánchez

Dr. Begoña Mora Jaureguialde

Dr. Silvia Lavandera-Ponce

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closed (31 December 2023)

Message from the Guest Editors

Dear Colleagues,

The aim of this Special Issue is to contribute to the debate on the need for digital education to facilitate incorporation into society, from different dimensions: reflective, critical, creative, communicative, etc., for adaptation to a changing and ubiquitous world. In this Special Issue, original research articles and reviews are welcome. Research areas may include (but not limited to) the following:

1. Beliefs and conceptions for the development of digital education and e-learning.
2. Digital education in and for learning in diverse contexts.
3. Digital literacy or digital education?
4. Technology and education: what is the main element: means or end?
5. Technology and education: progress, challenges and trends.
6. Innovative models and methodological strategies for digital education
7. Competences for digital learning and teaching.
8. Digital competences, keys to digital education.
9. Emerging technopedagogies to face the challenges of digital education.
10. Digital resources for e-learning and digital education.
11. Good practices for the development of e-learning.
12. Good practice in developing digital education.
13. The teacher training in the digital era.

Special Issue

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.

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