Education Technology and Literacies: State of the Art

Guest Editors:

Prof. Dr. Guoyuan Sang
Institute of Teacher Education, Beijing Normal University, Beijing 100875, China

Dr. Kai Wang
Institute of Teacher Education, Beijing Normal University, Beijing 100875, China

Message from the Guest Editors

Dear Colleagues,

Conversations about the integration of technology into many, if not all aspects of our lives are ubiquitous, and one of the areas in which there are barely any conversations that do not touch upon technology, in one way or another, is education. However, without meaningful integration in teaching–learning processes, digital tools and ubiquitous technologies can be ineffective (Becker et al., 2017). Additionally, the Horizon report for higher education (Alexander et al., 2019) stated that digital literacy is one of the significant challenges that impede upon meaningful integration of technology in academic courses.

Headlines about how education technology (EdTech) can improve many aspects of teaching and learning, and how it can provide access to and continuation of education in challenging settings such as the ongoing pandemic, paint a picture of great promise, which often depicts EdTech as the answer to many, if not all problems education faces. While the overall tone of the ongoing conversation about EdTech is one of many potentials and promises, research on EdTech so far has shown mixed results…

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

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