# Postsecondary and Tertiary Peer Assisted Learning

Guest Editor:

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Deadline for manuscript submissions:
**closed (30 August 2023)**

## Message from the Guest Editor

This Special Issue seeks to address the needs of postsecondary/tertiary students through a learning environment that enhances their academic achievement, engagement, learning mastery, and persistence to graduation. PAL can accomplish these purposes if specific guidelines and best practices are followed. *Education Sciences* prioritizes submissions that synthesize information from disparate backgrounds, place research findings within a broad context, extend our methodological and theoretical understanding, and inform education policy and practice. The journal publishes quantitative, qualitative, and mixed-method research papers. Extended reviews of substantive research are also welcome. Additionally, *Education Sciences* invites commentaries and original opinion pieces and/or analyses of issues and events of concern to education scholars that have international resonance.

Topics of interest include: best practices of PAL; new models of PAL; personal and professional development by the student participants and leaders of the PAL groups; antiracism policies and practices for PAL groups; online PAL models; use of technology and social media.

Special Issue

## Editor-in-Chief

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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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