

Special Issue

Media Education and Digital Literacy

Message from the Guest Editors

The divisions between the media cease to exist, and we find ourselves in a unique interactive communication system, borne out of the digital paradigm. In this sense, our knowledge of technology and means of communication, the absolute protagonists of our world become essential. Most importantly, in the world of education, to face the challenge, it is not necessary to create an extraordinary and complex innovation of uncertain productivity, since we already have a fundamental pedagogical paradigm of long-standing tradition and excellent results where it is applied: media education. This is something which should be essential in search of an authentic education for the needs of the contemporary world, and a fundamental pillar of a correct literacy of a citizen of the 21st century, which will allow us to transform and improve current society and undertake effective digital literacy from grass roots. Research papers and reviews of research studies that focus on this important and complex issue from all multidisciplinary perspectives (education, sociology, information science, cultural studies, journalism, psychology, anthropology, etc.) are welcome in this Special Issue.

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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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