

Special Issue

Smartphones: Challenges and Opportunities for Learning

Message from the Guest Editors

The purpose of this Special Issue is to explore the role of the smartphone in teaching, learning, and educational research within the framework of learning theory. We are seeking scholarly reviews or research related to smartphones and learning. We invite scholarly articles that explore from a learning theory perspective:

- Implications for learning in the content areas (e.g., mathematics, languages, social sciences, physical science, health education, and others);
- Mobile and distance learning (including opportunities for a rapid response necessitated by a global pandemic);
- Mobile-assisted language learning (MALL);
- Technical advances and affordances such as augmented and virtual reality;
- Use in informal learning environments.

Guest Editors

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Deadline for manuscript submissions

closed (30 September 2021)



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About the Journal

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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indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

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JCR - Q1 (Education and Educational Research) / CiteScore - Q1 (Physical Therapy, Sports Therapy and Rehabilitation)

Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 26.5 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the second half of 2025).