



Learning Sciences and Educational Technology

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Message from the Guest Editors

Dear Colleagues,

This Special Issue aims to further our understanding of how learning sciences could help to inform educational decisions in innovations related to educational technology. This involves interdisciplinary research on the causes, effects, and mechanisms of new models of learning. Education technology, if not used with appropriate pedagogies and scaffolding, may not necessarily result in more effective learning. Hence, the perspective of learning sciences signals a paradigm shift in how we understand teaching and learning. In fostering scholarship on learning sciences related to educational technology, we can improve collaboration between educators and researchers, with the aim of improving policy and practice.

We welcome all papers with the aim to advance theoretical and especially practical knowledge related to the use of education technology from a learning science perspective.





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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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