



Extended Reality in Education

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Message from the Guest Editors

This Special Issue aims to explore issues surrounding the use of XR for designing and enacting learning and teaching across educational sectors (primary, secondary, tertiary, vocational) including XR games and serious games, in both analogue and digital formats.

Topics of interest include but are not limited to the following:

- XR and its substrates AR, VR, and MR for designing and orchestrating learning activities, assessment, and feedback;
- Learning design for XR including pedagogy, learning sequences, outcomes, and frameworks;
- Development, implementation, and evaluation of XR prototypes including XR games and serious games in terms of learning efficiency, usability, and user experience;
- XR and games for skills, capability, and competency development;
- Accessibility and inclusivity in XR education for equitable;
- Assessment and evaluation of learning content, cognitive processes, emotion, engagement, interaction, and motivation levels;
- XR for multidisciplinary and transmedia learning; XR simulations for professional training in fields such as STEM, health, architecture, and other vocational areas;





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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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