



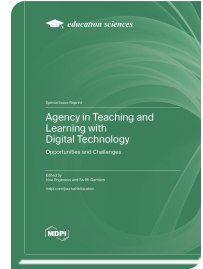
Special Issue Reprint

Agency in Teaching and Learning with Digital Technology

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This Reprint explores how agency is conceptualized, enacted, and supported in digital teaching and learning environments. Bringing together empirical and theoretical contributions, it examines both student and teacher agency as essential for navigating technology-rich educational contexts shaped by artificial intelligence and digital transformation. The studies span diverse settings—from early childhood to higher and professional education—and reveal how digital tools can enhance autonomy, engagement, and reflective practice when used thoughtfully. Emphasis is placed on pedagogical design, professional development, and institutional support as conditions for fostering agency. Collectively, the Reprint advances theoretical and practical understanding of how digital learning can empower learners and educators to act critically and creatively within evolving educational ecologies.

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