



Physics Teacher Education – from Professional Knowledge to Professional Performance and Beyond

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Message from the Guest Editors

This Special Issue of *Education Sciences* aims to reflect current empirical research in the field of physics teacher education to identify research desiderata and to critically discuss models and empirical methods that impact the development of physics teacher education.

We invite original research on physics teacher education, in particular studies on professional knowledge and skills, including methodological papers. We also welcome theoretical papers discussing the future of physics teacher education and more practically oriented papers presenting novel approaches for developing the knowledge and skills physics teachers require.

- professional knowledge
- PCK
- physics education
- teacher education





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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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