

Special Issue

The Role of Reflection in Teaching and Learning

Message from the Guest Editors

One of the main purposes of teacher education is to encourage (preservice) teachers to reflect on their own or other teachers' teaching in order to increase their professional competencies. However, the term reflection is often used as an umbrella term. We argue that reflection is an occasion-related mental process and encompasses an explicit self-reference, as well as a broadened view of educational practice. This Special Issue invites contributions that explore the multifaceted nature of reflection and its pivotal role in educational contexts. The aim of this Special Issue is to delve into how reflective practices can enhance teaching effectiveness, support student learning, and contribute to the professional development of teachers. We encourage submissions that investigate the various dimensions of reflection in education, including, but not limited to, the following:

- Reflective teaching methods and learning strategies, including video-based reflection;
- Promotion of reflective practices and indicators of reflection quality;
- The integration of reflection in curriculum design;
- The impact of reflective practices on teacher and student outcomes.

Guest Editors

Prof. Dr. Kira Elena Weber

Faculty of Education, Department of Professional Education and Life-Long Learning, University of Hamburg, 20146 Hamburg, Germany

Prof. Dr. Hendrik Lohse-Bossenz

Institute for Educational Science, University of Greifswald, 17487 Greifswald, Germany

Deadline for manuscript submissions

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Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

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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.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's
University Belfast, Belfast BT7 1NN, UK

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