Special Issue

Internationalization of Teacher Education

Message from the Guest Editors

We raise the question of the internationalization of teacher training: to what extent does training take into account the transformation of the world in which they will have to teach? How does training prepare teachers for new themes such as global citizenship? How are teachers' intercultural competencies strengthened with regard to the evolution of students? We know today that some institutions require future teachers (as soon as they are selected) to undertake international mobility or to master different languages; that intercultural issues are considered (despite various criticisms concerning their place in the curriculum, which is considered too minimal); that linguistic diversity is also the subject of several courses. In this issue, we would like to take a further step in understanding the internationalization of teacher training. The prospective themes are:

- North-south mobility in teacher education.
- Decolonization of internationalization.
- Global citizenship in teacher education.
- Internationalization through south-north research partnership.
- The role of ICT and interculturality in teacher internationalization.

Guest Editors

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About the Journal

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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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