

Special Issue

Online Practicum and Teacher Education in the Digital Society

Message from the Guest Editor

As teachers and teacher educators were asked to transition and implement online teaching due to school closures (Cutri, Mena, Whiting, 2020; McMurtrie 2020), the teaching practicum remained resistant to change due to its face-to-face nature. Therefore, there is a need to reimagine ways to include online tools that can complement it and expand its learning opportunities in the digital world. Technological tools such as mixed reality (augmented and/or virtual), video recordings, gamification software, videogames, MOOCs, SPOCs, blended learning sites, flipped classroom video editors, online planning and rubrics, online messaging and notifications, etc., are the forefront of this shift.

Observing and experimenting with classroom strategies requires a practicum to provide a wide variety of opportunities to implement the methods, strategies, and skills necessary to successfully conduct a class. This Special Issue invites the submission of insightful research-based papers focused on the practicum, teaching education practices, mentoring, and the use of online tools. Papers should be relevant to the educational community and address practical and theoretical implications.

Guest Editor

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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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