

Special Issue

Teacher Identity from the Perspective of Students

Message from the Guest Editor

The purpose of this special issue is to provide a venue for scholars in teacher education to build on the body of research in teacher identity by focusing on experiences of students as they become teachers or as they learn from teachers who are building their professional identities. We invite scholars to submit empirical, theoretical, ethnographic, or arts-based papers focused on the experience of students within the larger context of teacher professional identity development.

Guest Editor

Prof. Dr. Janet Alsup

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Deadline for manuscript submissions

closed (28 February 2025)



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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.

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