

Special Issue

Mathematics and Physics Teachers' Professional Development: Computational Thinking, Innovative Approaches, Technology, and Reflective Practices

Message from the Guest Editors

In recent years, the teaching of mathematics and physics has undergone significant changes due to the increasing use of digital technologies and the introduction of new teaching methods. Teachers now face the challenge of personalizing their lessons, using technological tools effectively, and addressing disparities in the access to educational resources. Technologies such as interactive platforms and online learning tools have created new opportunities for education but also require ongoing professional development to keep teachers' skills up to date. One key area of focus is computational thinking, an approach that shapes how problem-solving and the teaching of science subjects, including mathematics and physics, are carried out. This Special Issue will look at innovative ways to support the professional development of mathematics and physics teachers, focusing on the role of digital technologies, computational thinking, and reflective practices in creating more inclusive and effective teaching. It will also address the issues related to educational equity and strategies for managing diverse classrooms.

Guest Editors

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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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