

Special Issue

Teacher Education: Innovative Practices and Challenges Preventing School Failure

Message from the Guest Editor

In this Special Issue, original research articles and reviews are welcome. Research areas may include (but are not limited to) the following:

- Assessment in early childhood and identification of students “at risk”;
- Assessment for early intervention;
- Innovative educational tools for assessment and/or intervention;
- Teacher education for the 21st century;
- Teachers’ skills and confidence;
- Information and Communication Technology skills of teachers;
- Implementation of inclusive and no child left behind practices;
- Increasing student engagement;
- Targeting low-achieving students;
- Curriculum reform;
- Support of vulnerable learners;
- Teachers’ capacity building for inclusion;
- Promotion of well-being in schools;
- The role of the teacher in student motivation.

We look forward to receiving your contributions.

Guest Editor

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Deadline for manuscript submissions

closed (30 April 2024)



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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

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indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

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Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 26.5 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the second half of 2025).