

Special Issue

Teachers and Teaching in Teacher Education

Message from the Guest Editors

Almost a decade has passed since Goodwin and colleagues asked who teacher educators are and what they need to know and be able to do (Goodwin et al., 2014); yet, the question is more relevant than ever. In this era, teacher educators' expectations are growing, while strong political, economic, and other forces, such as the practicum turn and attempts to standardize teaching, coalesce to de-professionalize teacher education (Murray et al., 2019). This Special Issue aims to address the call for empowering professional accountability (Cochran-Smith, 2021) and to contribute to the consolidation of teacher educators' professional identities. This Special Issue of education sciences will present teacher educators' professional identities and teaching practices within the context of preparing teachers for the current and future challenges, such as providing high-quality education to all students and embracing the rapidly changing technology, while resisting its negative effects. We look forward to receiving your submissions.

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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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