

Special Issue

Innovation in Teacher Education and Teacher Professional Development through Partnerships

Message from the Guest Editors

Dear Colleagues: This Special Issue deals with innovation in teacher education and teacher professional development through partnerships. Partnerships comprise networks that connect educators with various partners such as community groups, training providers, researchers, industry, and government organizations to work on local issues and community-building activities to improve education. Partnership includes active and committed involvement when the partners share responsibility for a joint activity to achieve specific goals. We invite you to submit research papers (qualitative/quantitative/mixed methods) focused on innovative teacher education process (both initial teacher preparation and teachers' continuing professional development). The papers can demonstrate different types of partnerships such as Professional Learning Communities (PLCs), Research-Practice Partnerships (RPPs), Professional Development Schools (PDSs), or Participatory Design (PD) approaches.

Guest Editors

Prof. Irit Sasson

Department of Education, Tel Hai College, Upper Galilee 1220800, Israel

Dr. Shirley Miedijensky

Faculty of Graduate Studies & Faculty of Education, Oranim College, Tivon 3600600, Israel

Deadline for manuscript submissions

closed (19 April 2024)



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Education Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

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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

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's
University Belfast, Belfast BT7 1NN, UK

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