

Special Issue

Enlightening and Empowering Teacher Education Policies and Practices in and beyond the Pandemic: Global and Comparative Perspectives

Message from the Guest Editors

The current Special Issue aims to provide a platform for international scholars to share their works related to teacher education and, therefore, drawing implications for policy formulations and the feasibility of practices in teacher education around the world. Possible topics include but are not limited to:

- National, institutional, and pedagogical responses to the pandemic in teacher education policies;
- Novel learning and teaching approaches for teacher education (preservice, induction, and in-service);
- Innovations directed at teacher preparation and professional learning;
- Learning-teaching scenarios in teacher education during the COVID-19 pandemic: challenges and opportunities;
- The roles and preparedness of teacher educators/teacher education institutions to support teacher professional development in the pandemic;
- Transition from teacher education institutions to workplaces in schools.

Guest Editors

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Deadline for manuscript 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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