

Special Issue

Contemporary Teacher Education: A Global Perspective

Message from the Guest Editor

In this Special Issue, we take a holistic approach to teacher education and argue that the purpose of education is to educate the whole personality of a teacher, including his or her cognitive, social, and moral domains. This kind of approach should be implemented in both pre-service and in-service teacher education all over the world. We need more research on teachers' values, beliefs, and attitudes that influence their motivation to learn new things and develop in their profession. We also need research on teachers' cognitive and social skills that are important in promoting good teaching and learning. The topic of teacher skills which meet the needs of different learners as well as the topic of teaching different subjects by integrating and differentiating the subject matter are global challenges. The opportunities and problems related to variety of digital technologies and social media create challenges for teachers to support both student learning in different cultures and values with critical minds. :

Guest Editor

Prof. Dr. Kirsi Tirri

Faculty of Educational Sciences, University of Helsinki, 00100 Helsinki, Finland

Deadline for manuscript submissions

closed (5 May 2021)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/57340

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

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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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