

Special Issue

Teacher Education and Technology: Advancements in the Use of Data and Artificial Intelligence

Message from the Guest Editors

The introduction of emerging technologies (e.g., generative artificial intelligence tools, teacher-facing dashboards) in teacher education has evolved during the last years. Therefore, it is becoming essential to equip pre- and in-service teachers with the necessary skills and knowledge they need to teach successfully and work effectively in the new digital era (Fernández-Batanero et al., 2022). The recent advancements in learning analytics and artificial intelligence have been discussed in several domains but their application in teacher education is still in its infancy (Salas-Pilco, Xiao & Hu, 2022). Further research is needed to shed light on the development of teachers' beliefs, knowledge, and skills to effectively incorporate novel data-driven intelligent technologies for teaching and learning. This special issue focuses on the use of data and artificial intelligence by pre- and in-service teachers as emerging technologies in teacher education. The special issue encourages submissions on theoretical frameworks and empirical studies that will advance teacher education and technology.

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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.

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