

Special Issue

Technologies and Teacher Education: Situating Educators in Possible Futures and Postdigital Era

Message from the Guest Editors

This Special Issue invites submissions to explore teacher education and professional development in the era of postdigital education and possible futures, focusing on educators' agency when organizing and re-organizing current practices, policies, and theoretical perspectives in line with imagined and possible futures. Suggested themes:

- Theory and practice of teacher education in the postdigital era and imagined futures in the context of educational innovation;
- Imagined futures and educational innovation in the postdigital era: situating the agency and role educators;
- Generative artificial intelligence in the context of teacher education: ontological and epistemological aspects;
- Generative artificial intelligence and emerging technologies in the context of teacher education: from policy to practice;
- Generative artificial intelligence and emerging technologies in the context of teacher education: theoretical implications;
- Research and co-design methodologies with and for educators in the context of emerging technologies and possible futures.

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Deadline for manuscript submissions

closed (1 September 2024)



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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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