

Special Issue

Enhancing Teaching Through Reflective Practice: Strategies and Insights for Educators on Reflective Learning and Reflection

Message from the Guest Editors

We invite researchers, educators, and practitioners to submit original research articles, review papers, theoretical explorations, case studies, and practical insights related to reflective practice in education. Submissions should provide rigorous analysis, evidence-based findings, and actionable recommendations to contribute to the ongoing discourse on enhancing teaching through reflective practice. Increasingly, artificial intelligence is becoming an integral part of how society works. This raises the challenge of how to teach our students and how to create the conditions for the effective use of technology for higher levels of thinking and creativity. Several recent studies (Abdel-Karim et al, 2023; Li et al, 2023; Pretorius, 2023) argue that reflective practice may be the approach that will create the conditions to focus on the learning process. We therefore invite you to reconsider the expression of reflective practice using artificial intelligence as a tool.

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.

Editor-in-Chief

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