

Special Issue

Learning to Teach in a Digital Era: Innovative Solutions for Renewed Teacher Education

Message from the Guest Editors

The COVID-19 pandemic has disrupted education systems in many ways, putting teachers to the test. New challenges have arisen related to accessing and using digital technologies for teaching. Access to the Internet and the reliability of connections have highlighted the differences between regions, districts, and schools. The present Special Issue aims at scrutinizing the main implications of online teaching and addressing the implications for a digital teacher education. Digital teacher education is understood as the process of learning to teach effectively in the classroom and schools through technology. Applying policies, procedures, and knowledge to teaching through the use of technologies is required in order to respond to new societal changes. The Special Issue welcomes papers that stress the value of teacher education to face the challenges in the new digital era for any subject and any level of education.

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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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