

Special Issue

Developing Educators' Technological Pedagogical Content Knowledge (TPACK)

Message from the Guest Editors

Technological Pedagogical Content Knowledge (TPACK) is a holistic framework that highlights educators' need to use technology effectively to promote learning. The COVID-19 pandemic has accelerated the integration of technology in education and highlighted the critical role of TPACK. Educators need TPACK to effectively close learning gaps created by the pandemic, navigate new hybrid learning models, tailor instruction to individual student needs, and enhance student engagement. Yet, the importance of TPACK extends beyond individual classrooms; it shapes the landscape of teacher education, professional development, curriculum design, and educational policy. The aim of this Special Issue is to foster dialogue and reflection on diverse aspects of TPACK across various contexts. Possible topics include, but are not restricted to, the following:

- New ways to measure TPACK;
- Alternative professional development approaches to developing educators' TPACK;
- Innovative models and applications of the TPACK construct;
- Using informal learning environments (e.g., makerspaces, museums, after-school programs, nature centers, etc.) to develop TPACK.

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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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