

## Special Issue

# Challenges and Experiences in Science Teacher Training

### Message from the Guest Editor

There are three significant factors affecting the quality of science education: first, the functional curriculum belongs among the key pillars (under the condition that teachers actually follow it). Second, quality textbooks offer support to teachers as well as students, and third, the conditions in which teachers have to work. However, none of the aforementioned three impacts the product of our education unless utilized by a proficient teacher.

Teacher training research (in science) has been an issue for many decades now. There are many studies comparing national teacher training curricula, studies on professional vision development, or studies comparing teachers' skills and knowledge to professionals. This Special Issue is a call for new ideas, new data and perspectives in science teacher training. We learnt a lot from the forced online teaching about students' willingness to learn as well as many new teaching methods we had previously overlooked. This is, therefore, a chance to put these ideas together and shed light on the new, hopefully imminent, post-COVID-19 path. We look forward to your contributions.

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### Guest Editor

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### Deadline for manuscript submissions

closed (29 February 2024)



## Education Sciences

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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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### Editor-in-Chief

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