

Special Issue

Interactive Technologies and Online Teacher Education

Message from the Guest Editors

This Special Issue, entitled *Interactive Technologies and Online Teacher Education*, seeks contributions that further our understanding about how online pre-service teachers learn with, through and about interactive technologies. The Special Issue is primarily focused on initial teacher education, rather than continuing teacher education or in-service professional development. It is also focused on interactive technologies that are low-cost or free, easily accessible, and user-friendly. The aim is to collate a collection of research that can inform the practice of teacher educators in a range of contexts and settings. We encourage submissions that may include, but are not limited to:

- Reports of pedagogical applications of interactive technology;
- Research about pre-service teachers' or teacher educators' perspectives and experiences of interactive technologies;
- Innovations with interactive technologies in online teacher education;
- Theoretical perspectives on interactive technologies in online teacher education;
- Case studies highlighting successful implementations of interactive technology.

We look forward to your contributions!

Guest Editors

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Deadline for manuscript submissions

closed (31 August 2024)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



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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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