

Special Issue

Internship Processes for Undergraduates in Education: Approaches, Comparison and Innovations in Flexible Contexts

Message from the Guest Editors

This Special Issue aims to attract a diverse group of scholars to present their research based on varied theoretical frameworks, broad methodological choices, and diverse national and international research comparisons. These multilevel perspectives could pave the way for the practicum reinforcement in teacher training along different higher education systems. Amid the pandemic, educational and training systems had to respond by using flexible and adaptive solutions during students' internships. The situation created boundaries but also challenging opportunities and innovative blended learning solutions for mentors and students.

- teaching practice
- practical emplacement
- practicum
- teaching competences
- online teaching
- teachers' professional identity
- higher education
- pre-service teachers
- COVID-19

Guest Editors

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Deadline for manuscript submissions

closed (30 September 2024)



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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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