

Special Issue

Hybrid Ecologies for Teacher Professional Learning

Message from the Guest Editor

There are many different ways that educators learn to professionally enhance their craft. Much is known about professional development approaches, traditional agenda driven approaches, online courses and informal approaches. However, there are two areas which need further examination, which are called for in this Special Issue. The first seeks to examine the relationship amongst approaches, how educators holistically learn with the hybridization of opportunities. The second seeks to examine change, how to shift teachers' practice, not on a technical level but in regard to their pedagogical practices. Professional learning is about change and it is not enough to identify practices of engagement without impact. These two areas potentially will advance our understanding of professional development and explore new elements of teacher learning, teaching and professional engagement.

- teacher professional development
- teacher professional learning
- professional learning networks (PLN)
- online learning
- teacher change

Guest Editor

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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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