Special Issue

Teacher Digital Competence Development: Training, Evaluation, Certification

Message from the Guest Editors

This Special Issue aims to present the current state of research and practice around the development, assessment, and certification of teacher digital competence, starting with a clear definition of the concept and giving rise to the multiple existing frameworks and tools, giving solid evidences for implementing it in the practice. The outcomes will help educators, practitioners, and institutions to reflect on the significant adoption of digital technologies in education. The purpose of this Special Issue is to conceptualize teacher digital competence and to understand the process of development, assessment, and certification, which is directly related with educators' responsibility on the training of the digital citizens.

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Deadline for manuscript submissions

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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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