

Special Issue

A New Paradigm in Teacher Education: Sustainability in Teacher Training

Message from the Guest Editor

One of the most important aspects of the 21st century is represented by the changes and developments that have occurred in various fields. Educational systems and teachers play an important role in raising 21st-century learners. It is seen as necessary for teachers to have 21st-century skills; it is expected that teachers will adopt a research and questioning approach, develop good problem-solving skills, be able to effectively communicate, have digital proficiency, be active in lifelong learning, and be able to think critically. Teaching candidates should start their teaching career with an understanding of the importance of sustainable education; teacher training programs should be designed to increase teaching candidates' awareness of the Sustainable Development Goals. Teaching candidates and teachers should have knowledge and skills regarding sustainable development practices and integrate these practices into their professional fields. The aims of this SI are to evaluate and improve the quality of teacher training, to determine the level of sustainability in teacher education, and to provide guidelines for the development of contemporary approaches.

Guest Editor

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Message from the Editor-in-Chief

I encourage you to contribute a research or comprehensive review article for consideration for publication in Sustainability, an international open access journal which provides an advanced forum for research findings in areas related to sustainability and sustainable development. The journal publishes original research articles, reviews, conference proceedings (peer reviewed full articles) and communications. I am confident you will find the journal contributes to enhancing understanding of sustainability and fostering initiatives and applications of sustainability-based measures and activities.

Editor-in-Chief

Prof. Dr. Steve W. Lyon

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