Creating the Future of Teaching and Teacher Education – Innovative Disruption as a Catalyst for Reform

Guest Editors:

Prof. Dr. Donna Pendergast
School of Education and Professional Studies, Griffith University, Mt Gravatt, QLD 4222, Australia

Prof. Dr. Susanne Garvis
School of Education and Professional Studies, Griffith University, Brisbane, QLD 4222, Australia

Deadline for manuscript submissions:
31 May 2024

Message from the Guest Editors

This Special Issue will bring together researchers with a focus on reform and innovation, and offer hope and inspiration for the profession.

The aims of this Special Issue are to:

- Examine evidence-based instances of innovative disruption framed in appropriate theoretical and methodological research paradigms that have led to reform in teaching and/or teacher education.
- Examine how this disruption has led to change and the potential for sustainable reform that will shape the future.

Possible themes related to teaching/teacher education:

- Digital disruption and innovations
- Social and emotional wellbeing strategies and practices
- Building collaborations and partnerships
- Rethinking policies and practices
- Rethinking classrooms and industrial models
- Other innovations

In this Special Issue, original research articles and systematic quantitative literature reviews are welcome.

We look forward to receiving your contributions.

Special Issue

Editor-in-Chief

Prof. Dr. Daniel Muijs
School of Social Sciences,
Education and Social Work,
Queen's University Belfast,
Belfast BT7 1NN, UK

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.

Author Benefits

Open Access: free for readers, with article processing charges (APC) paid by authors or their institutions.
High Visibility: indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PscyInfo, and other databases.
Journal Rank: CiteScore - Q1 (*Education*)

Contact Us