Empowering Teacher Professionalization with Digital Competences —An International Perspective

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Deadline for manuscript submissions:
30 September 2024

Message from the Guest Editors

Dear Colleagues,

We are at the crossroads of an educational transformation where digital competence is not just an asset but a necessity. Recognizing the urgent need to equip (prospective) teachers with digital competence, we are planning to curate this Special Issue.

We invite empirical studies that provide rich insights into how to provide learning opportunities and design learning environments to cultivate digital competencies among (prospective) teachers.

We particularly encourage work that yields practical implication based on empirical evidence, and offers pathways for the ongoing enhancement of the professional development of teachers or teacher education programs.

Contributions may address, but are not limited to:

- Strategies for integrating digital competence into teacher education curricula and professional developmental programs;
- Comparative analysis of digital competence of (prospective) teachers, teacher educators and initiatives within teacher professionalization across countries;
- Evaluative pre–post-design studies on innovative pedagogical approaches for advancing digital competence in teacher training

Special Issue

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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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