



Teacher Educators' Professional Development

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submissions:

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Message from the Guest Editors

Dear Colleagues,

We would like to personally invite you to submit a manuscript for the upcoming Special Issue centering on teacher educators' professional development, to be published in Education Sciences.

The purpose of this Special Issue is to highlight research and evidence about approaches to and the delivery of teacher educators' professional development. With strong evidence that continuing professional development is the key to raising teacher quality, researchers continue to investigate the changing landscape of what features and activities constitute effective professional development.

In this Special Issue, original research articles and reviews are welcome. Research areas may include (but are not limited to) research that conceptualizes teacher professional development; the many and diverse forms that professional development can take; the role and responsibility of those who deliver professional development programs to teacher educators; and the increasing use of online technologies to improve accessibility and equitable access to quality professional development.

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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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