



Online Practicum and Teacher Education in the Digital Society

Guest Editor:

Dr. Juanjo Mena

Department of Education,
Faculty of Education, University
of Salamanca, 37008 Salamanca,
Spain

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Message from the Guest Editor

As teachers and teacher educators were asked to transition and implement online teaching due to school closures (Cutri, Mena, Whiting, 2020; McMurtrie 2020), the teaching practicum remained resistant to change due to its face-to-face nature. Therefore, there is a need to reimagine ways to include online tools that can complement it and expand its learning opportunities in the digital world. Technological tools such as mixed reality (augmented and/or virtual), video recordings, gamification software, videogames, MOOCs, SPOCs, blended learning sites, flipped classroom video editors, online planning and rubrics, online messaging and notifications, etc., are the forefront of this shift.

Observing and experimenting with classroom strategies requires a practicum to provide a wide variety of opportunities to implement the methods, strategies, and skills necessary to successfully conduct a class.

This Special Issue invites the submission of insightful research-based papers focused on the practicum, teaching education practices, mentoring, and the use of online tools. Papers should be relevant to the educational community and address practical and theoretical implications.





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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

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Education Sciences Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland

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