



Teacher Education for Islamic Education and Schooling

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Deadline for manuscript submissions:

closed (15 August 2024)

Message from the Guest Editors

This Special Issue focuses on the conceptualization, development, implementation, and impact of teacher education programs for educators in Islamic schools and educators who teach Islamic religious education.

Research areas may include but are not limited to:

- Program design and/or conceptualisation of distinct islamically informed teacher education
- Professional dilemmas in program design or facilitation
- Professional dilemmas for educator enactment
- Program accreditation within secular higher education
- Novel approaches to teacher education grounded in Islamic education theory
- Fostering Islamic conceptions of reflection, critical, and reflexive thinking
- Educator enactments of professional learning
- Educator efficacy, agency, and/or personas

The editors particularly welcome responses where the research has been undertaken in a co-participatory manner with key stakeholders (e.g., educators in the field) involved in the process.

Submission Deadlines:

1. Expression of interest (EOI) with an abstract (200 words): **15 July 2023**
2. Submission of full article: **15 February 2024**





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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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