



Challenges and Experiences in Science Teacher Training

Guest Editor:

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Message from the Guest Editor

There are three significant factors affecting the quality of science education: first, the functional curriculum belongs among the key pillars (under the condition that teachers actually follow it). Second, quality textbooks offer support to teachers as well as students, and third, the conditions in which teachers have to work. However, none of the aforementioned three impacts the product of our education unless utilized by a proficient teacher.

Teacher training research (in science) has been an issue for many decades now. There are many studies comparing national teacher training curricula, studies on professional vision development, or studies comparing teachers' skills and knowledge to professionals. This Special Issue is a call for new ideas, new data and perspectives in science teacher training. We learnt a lot from the forced online teaching about students' willingness to learn as well as many new teaching methods we had previously overlooked. This is, therefore, a chance to put these ideas together and shed light on the new, hopefully imminent, post-COVID-19 path.

We look forward to your contributions.





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Message from the Editor-in-Chief

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