

Special Issue

Internship Processes for Undergraduates in Education: Approaches, Comparison and Innovations in Flexible Contexts

Message from the Guest Editors

This Special Issue aims to attract a diverse group of scholars to present their research based on varied theoretical frameworks, broad methodological choices, and diverse national and international research comparisons. These multilevel perspectives could pave the way for the practicum reinforcement in teacher training along different higher education systems. Amid the pandemic, educational and training systems had to respond by using flexible and adaptive solutions during students' internships. The situation created boundaries but also challenging opportunities and innovative blended learning solutions for mentors and students.

- teaching practice
- practical emplacement
- practicum
- teaching competences
- online teaching
- teachers' professional identity
- higher education
- pre-service teachers
- COVID-19

Guest Editors

Dr. María José Hernández Serrano

Department of Theory and History of Education, University of Salamanca, Cáceres 10005, Spain

Prof. Dr. Laura Alonso Díaz

Theory and History of Education Area, Education Department, University of Extremadura, 10003 Cáceres, Spain

Deadline for manuscript submissions

closed (30 September 2024)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.5
CiteScore 4.8



mdpi.com/si/91839

Education Sciences
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

[mdpi.com/journal/
education](https://mdpi.com/journal/education)





Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.5
CiteScore 4.8



[mdpi.com/journal/
education](https://mdpi.com/journal/education)



About the Journal

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.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's University Belfast, Belfast BT7 1NN, UK

Author Benefits

High Visibility:

indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

Journal Rank:

JCR - Q1 (Education and Educational Research) / CiteScore - Q1 (Education)

Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 26.8 days after submission; acceptance to publication is undertaken in 3.6 days (median values for papers published in this journal in the first half of 2024).