

CALL FOR PAPERS

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Monographic Section

Teacher Education

Formación docente

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Focus

Teacher training is pivotal for improving the quality of education in an increasingly liquid, changing and diverse society. The knowledge society, stimulated by the growing role of technology, has introduced new demands on the labor market and on lifelong learning. All professions have been involved in restructuring their training pathways and in redesigning the skills of their members. Obviously, teaching is part of this readjustment process. In this sense, there are different challenges faced by teachers, who are called upon to be better prepared - both personally and professionally - to take on increasingly complex, controversial and delicate tasks. Therefore, teacher training must respond to the educational needs demanded by society, so that the design of teacher training plans (from an initial and continuous approach) must be adjusted to the development of professional competences that ensure solid, updated and transferable training to their professional practice.

The quality of teacher training has direct consequences on the learning of students, on the improvement of their academic performance and on their integral education as citizens. Moreover, this training has a fundamental strategic value in the institutional development of educational centers, both in terms of the creation of innovative educational projects and in terms of organizational dynamics linked to quality assurance and the establishment of training synergies with society (networks, exchanges, dual training systems, priority areas for educational action, etc.).

International institutions and policymakers from all countries join forces to improve teacher training to ensure the success of education systems. Other forms of teaching and learning that require teacher training capable of taking advantage of the advantages offered by new technologies have been highlighted as a result of the pandemic. However, there have also been shortcomings in the development of digital teaching skills, in the development of appropriate mechanisms to address diversity and in the lack of training for the personalized attention of students and their families.

Hence, the need to reorient teacher training plans towards collegiate professional models in which teaching teams and institutional projects replace the current individual vision of professional practice. This training allows teachers to set up a progressive professional career that allows them to constantly renew their knowledge and develop new competences that help them progress as a professional capable of giving adequate answers to the new challenges presented by teaching; training is also capable of promoting new experiences of educational innovation in the institution and in its classrooms, new methodologies adapted to each disciplinary and academic context and new pedagogical practices adapted to their students.

Therefore, we invite authors to send to this monographic section novel works from experiences, research and reflections to know what are the dilemmas that face teacher training today; what are the models of teacher training today and what are the keys to obtain positive results in the quality of education; which are the new competences that must include a teacher training plan adapted to our time; which topics are essential within a training plan aligned with social demands; which are the barriers that limit successful teacher training, and which are the proposals that are having better results.

Descriptors

- Teacher training and the construction of teacher identity.
- Trends in teacher training in the different educational stages.
- Studies and research on the quality of teacher training plans.
- Initial and ongoing teacher training in the development of professional competences.
- Government plans and experiences in the field of teacher training.
- Analysis and innovative educational experiences in relation to teacher training.
- Teacher education and its contribution to SDG 4. Quality education.
- Studies on the improvement of teaching learning and professional development.

Issues

Some questions are set out below to invite the educational community, institutions and researchers to participate in the framework of these general themes.

- The controversy surrounding the quality of teacher training: what is a quality teacher? What factors does the quality of teacher training depend on?
- What role does the quality of teacher training play in current and future education?
- What are the most successful models of teacher training: topics, modalities, competences...?
- What experiences in teacher training can improve the teaching profession?
- What aspects can be improved in the design and implementation of initial and continuing teacher training?
- What are the challenges facing teacher training to improve their profession and educational quality?
- What factors contribute to the acquisition of key teaching competences and to the improvement of teaching professional development?

About Thematic Editors

Dr. Rosa García-Ruiz. PhD in Education and Senior Lecturer in the Department of Education at the University of Cantabria (Spain), and Director of the GRIE Research Group (Group of Research

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Instructions and submission of proposals

“Alteridad” preferentially publishes results of empirical research, written in Spanish, English or Portuguese; studies and selected state-of-the-art are also admissible. For the **Miscellaneous section** there are permanent contributions within the educational subject.

Articles must be sent exclusively through the journal's website. The procedure requires all authors to register, but only one will be responsible for correspondence. Two files must be submitted simultaneously:

- 1) The article in accordance with the guidelines of “Alteridad”.
- 2) Cover page and cover letter according to the attached model.

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Cover page and cover letter: <https://bit.ly/3vaJoJP>

Review Protocol: <https://bit.ly/2NfCwK4>

Important Dates

Deadline for submitting the files: **September 30, 2023**

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