Special Issue

Teaching Quality, Teaching Effectiveness, and Teacher Assessment

Message from the Guest Editor

This international Special Issue aims to provide a compilation of current research that takes up questions related to teaching quality, teaching effectiveness, and teacher assessment. These key themes are organized by questions such as:

- What are the theoretical perspectives that guide teaching quality and teaching effectiveness research and practice?
- What aspects of teaching are attended to when determining teaching quality and teacher effectiveness?
- What methods of assessments are used to determine teaching quality and teacher effectiveness and what are their impacts?
- What are the supports and barriers to creating reliable and valid schemes for determining teaching quality and teaching effectiveness?

Original research articles and reviews are welcome. Research areas may include (but are not limited to) the following: theoretical arguments or critical reviews for what counts as teaching quality or effectiveness; reviews of particular methods of teacher assessment; critiques of teaching quality or teaching effectiveness schemes; data-centred studies of local, regional, or national teacher assessment processes.

Guest Editor

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Deadline for manuscript submissions

closed (10 December 2024)

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.

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