

Special Issue

Advances in Evidence-Based Literacy Instructional Practices

Message from the Guest Editors

A growing corpus of evidence demonstrates that well-designed teacher professional development and literacy instruction can positively and significantly impact students' reading performance, including those with great difficulty with literacy development. The aim of this Special Issue is to disseminate advances in knowledge about evidence-based literacy instructional practices for students from preschool to middle school. Themes include the following:

- New advances in the teaching of reading and writing;
- Teacher education and the take up of new, effective literacy instructional practices;
- The role of AI in literacy practice and strategy development;
- Social and /or political issues that impact instructional practices.
- Advances in research methodology.

Submissions may include, but are not limited to, the following:

- Classroom literacy instructional practices;
- Literacy assessment practices;
- Disciplinary literacy/content literacy instruction;
- Teacher preparation and professional development;
- Multimodal reading and writing strategies;
- Differentiated instruction;
- Literacy interventions.

Guest Editors

Dr. Emily Rodgers

Dr. Tracy Johnson

Prof. Dr. Jerome D'Agostino

Deadline for manuscript submissions

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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

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Author Benefits

High Visibility:

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

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Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.8 days after submission; acceptance to publication is undertaken in 3.8 days (median values for papers published in this journal in the second half of 2024).