





Special Issue Reprint

Empowering Teacher Professionalization with Digital Competences

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The present Special Issue provides a platform for experts from both teacher education and teacher professional development who have examined the quality and design of technology-supported learning environments and their impact on pre-service and in-service teachers' digital competencies. In line with research on high-quality teaching, the studies in this Special Issue emphasize both the process dimension, i.e., how instruction is designed, and the product dimension, i.e., what is to be learned. By drawing on these findings, we are now in a position to not only conclude that certain formats successfully foster teachers' digital competencies but also to understand how such learning formats should be designed in order to be effective. The work presented in this Special Issue informs education research about central preconditions to foster teachers' digital competencies systematically, as well as providing knowledge for educational practice on the design principles of teacher education and professional development programs for teachers.





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