



# Journal of the International Society for Teacher Education

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Teacher Education in Post Nation State Era



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Teacher Education in Post Nation State Era

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**JOURNAL OF THE INTERNATIONAL SOCIETY FOR TEACHER EDUCATION**

Volume 23, Number 1

From the Editors:

*Karen Bjerg Petersen and Peggy J. Saunders*

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**From the editors – About this issue – JISTE 23.1.**

By Karen Bjerg Petersen and Peggy J. Saunders, Editors of JISTE

We are pleased to present the current issue of the *Journal of the International Society for Teacher Education*, JISTE, Volume 23, number 1 featuring the theme: *Teacher Education in Post Nation Era*. The articles in this edition were originally presented in paper groups at the annual seminar of the International Society for Teacher Education, which was held in Joetsu/Myoku, Japan at the Joetsu University of Education in May 2018. The fruitful discussions and activities in the paper groups are reflected in the articles presented in this issue of JISTE. The authors in the issue address a variety of topics.

In all parts of the world, an effort of teacher educators is to provide ongoing professional development for in-service teachers. Two articles from Norway address that issue. The first article entitled “Engaging Mathematical Reasoning-and-Proving: A Task, a Method, and a Taxonomy” by Wathne and Brodahl focuses on the professional development of teachers of mathematics.

The second article by Ask, Valand, and Aarek addresses a specific case within Norwegian teacher education investigating what happened to action plans developed by in-service teachers for pedagogical entrepreneurship. This article is entitled, “Implementation of Action Plans. Did the Plans end up in a Drawer?” Each of these articles are continuing investigations that these researchers are conducting related to professional development of in-service teachers.

The authors Ayanwale, Adeleke, and Mamadelo from Nigeria address important statistical aspects of testing in their article “Item Invariance Person Estimate of Basic Education Certificate Examination: Classical Test Theory and Item Response Theory Scoring Perspective”. Their article enlightens the reader to the discrepancies in test scoring.

The last article in this issue is, “Factors Hindering Students from Completion of Studies within the Prescribed Duration - A Case Study of The Public University in Namibia”. The authors Hako and Shikongo raise aspects and concerns of university teacher-education students facing various problems that hinder them from graduating in a timely manner from university.

The titles and content of the articles evidence the various aspects of teacher education researchers and teacher educators are facing throughout the world. The articles support the continuous engagement and dedicated educators throughout the world, including our ISfTE members. They demonstrate a deep interest in the development of education, teaching, and learning throughout the world.

We would like to thank the reviewers, who have contributed with several and repeated reviews of the submitted articles for this issue. We are grateful for the active support from scholars all over the world – members and non-members of ISfTE – who have spent their time and used their expertise to review the manuscripts.