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Approaches to Teacher Education:
Professional Development, Philosophy,
and Subject-Based Teaching



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JISTE is an official, refereed publication of ISfTE. The goal of ISfTE is to publish five to eight articles in each issue. Using the seminar theme, articles in the first issue of each volume are based on papers presented at the previous seminar. Articles in the second issue are non-thematic or have special themes. Points of view and opinions are those of the individual authors and are not necessarily those of ISfTE. Published manuscripts are the property of JISTE. Permission to reproduce must be requested from the editor.

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From the Editors – About this Issue

Karen Bjerg Petersen and Peggy Saunders
Editors of JISTE

We are pleased to present this open issue of the *Journal of the International Society for Teacher Education* featuring the theme: Approaches to teacher education: professional development, philosophy, and subject-based teaching. Some articles in this issue were originally presented in paper groups at the annual Seminar of the International Society for Teacher Education (ISfTE), which was held in Japan, in May 2018. Other articles were initially presented at the annual ISfTE Seminar, held in Canada, in May 2019. Finally, some of the articles in this open issue are submitted to our journal from scholars outside the ISfTE society. The authors in the issue address a variety of aspects in teacher education worldwide – from philosophical reflections to specific subject teaching strategies and research, and professional development of teachers.

Two articles in this issue address professional development of either higher education faculty or K-12 teachers. Colleen Packer from USA in her article, *Participant-Centered Adjunct Faculty Development: A Case Study Using the Great Teachers Model*, suggested a participant-based faculty development model to be used with adjunct faculty development because a participant-based approach has been shown to be more relevant and preferred by the faculty. Dragana Martinovic, Yifat Ben-David Kolikant, and Marina Milner-Bolotin Canada/Israel in their article, *The Usefulness of Technology in Teacher Professional Development: Extending the Frameworks*, proposed three models to demonstrate how technology could become a vehicle for providing timely and content-related support for teachers.

Philosophical approaches, discussions, and reflections are reflected in two articles from respectively Canada and Denmark/USA. Being influenced by Asian Buddhist philosophy, Augustine Parattukudi in the article, *Enacting the Educational World in Compassion: A Reflection and Positioning of How to Teach and Learn the Art of Compassion*, proposed a new model of teaching and learning of compassion, based on embedded storytelling and non-egocentric responsiveness from the side of teachers and teacher educators. In their article, *Teacher Education in a Post Nation State Era: A Possible Ecological Approach. A Discussion and Reflection*, Karen Petersen and DeeDee Mower from Denmark and USA respectively, suggested ecological approaches to be included in teacher education and teaching. An ecological approach in education and teacher education focuses on uniqueness, integrity, resilience, and personal development of students in combination with a skills focused training of the student as a whole person.

Three articles in this issue are dedicated to subject teaching. Ida Ulrikke Valand and Tormod Bjørkkjær from Norway highlighted collaboration as one of the most important 21st century skills in student enterprises focused on food and nutrition and teacher education in home economics courses in their article, *Impact of Adizes' Team Roles on Collaboration, Disagreements and Success in Student Enterprises – Teamwork Pedagogy in Higher Education*. In the article *Conceptual Understanding and Application of Diffusion and Osmosis: An Assessment of Pre-Degree Students in a Nigerian University*, Adenike Julianah Oladipo, Modupe Osokoya, and Uchenna Udeani from Nigeria introduced the complexity and difficulties of biology students to being able to develop a conceptual understanding and to apply the biological and chemical

processes diffusion and osmosis outside the classroom. Finally, in the article *Experimental Studies of the Affordances of Assistive Multimodal Learning Designs: Universal Design for Learning in Modern Language Classrooms*, Henrik Kasch from Denmark, introduced how three ebook prototypes based on the universal design for learning concept helped English/foreign language students in grade seven improve their lexical competence and self-regulated learning through digital scaffolds.

The titles and content of the articles in JISTE 23.2 evidence how many various aspects of teacher education, researchers, and teacher educators are addressed throughout the world. The articles witness the continuous engagement, which represent the dedicated educators throughout the world and demonstrate a deep interest in the many aspects and angles of teacher education, teaching, and learning.

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

From the Associate Editor

Peggy J. Saunders

This edition of JISTE is my last. Over the years I have edited approximately 16 editions of the journal. Editing an international journal is not an easy task; it is time-consuming and exhausting. I have enjoyed the challenge of each article and celebrated when each edition is complete. I thank all the authors who have taken my editing favorably realizing that my ultimate goal was not to tear down their writing but to help them have the best published article possible.

I would like to thank Karen Bjerg Petersen for her dedicated work on this journal. She has guided it with professionalism and hard work over these past 10 years! I would also like to thank my colleagues at Weber State University, David Byrd and DeeDee Mower, who have agreed to take over the final editing task. I am thrilled to leave the journal in such good hands.

And finally, to all the members of ISfTE, I have been honored to know you and call you my colleagues and friends. You are an amazing group of dedicated professionals who realize that education is global and that we are all in this together.