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Teacher Education for the Next Decade:
Looking to the Past to Inform the Future



WEBER STATE UNIVERSITY
Moyes College of Education



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**Journal of the International Society for Teacher
Education**

Teacher Education for the Next Decade:
Looking to the Past to Inform the Future

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Thoughts on a Colleague, Friend, and the Founder of ISfTE – Colin Mably

By Forrest C. Crawford

Former Secretary General of ISfTE (2009-2013)

I met Colin in 1998 when a former colleague and I flew to South Africa for my very first International Society for Teacher Education (ISfTE) meeting. Admittedly inept on how the seminar operated, Colin and others explained the logistics of how we navigate the signature "paper group sessions" to which we were assigned. What I remembered most was that we were made to feel comfortable. While it was clear numerous members carved a well-defined place in the Society, Colin, who co-founded the society, pushed us newer members to get involved, to find a place to contribute, and make the organization grow. While I thought he was talking only to me, it was clear he was speaking to others; encouraging them to do the same. Quite frankly, I was mesmerized with the forward thinking of the Society each time a seminar was held. Several years passed as I slowly began to find my voice and place along with others as we networked with our colleagues from around the world who generously offered their perspectives and personal experiences on teaching best practices, innovative strategies, and provocative theoretical constructs they have used. Each time Dr. Colin Mably would show up to our annual seminars, his vision would perfectly frame our charge and challenges facing international education and our role as colleagues. On occasion, he would sit in on paper group sessions to offer his carefully thought out guide for the membership; he was not alone. His other co-founder, Dr. Cornell DaCosta (RIP), would assert similar like-minded charges facing our work as teacher practitioners, policy analysts, and administrators. Colin and Cornell knew exactly what they wanted: To bring together, on an annual basis, great scholars from various disciplines from all parts of the world to exchange ideas on how to advance teaching innovations in a thought-provoking and collegial manner.

In fact, they made that case back in 1981 when both had returned from attending a conference and expressed their disappointment on how teacher education was viewed and implemented and how conferences were designed. It was from this mutual consideration that the first convening of International Society for Teacher Education (ISfTE) emerged. That first seminar was held at the Danbury Park Conference Center in Chelmsford, Essex, England with Colin and Cornell as co-conveners.

Over the years, prolific scholars from a variety of countries like Janet Powney (Scotland); Sybil Wilson and Susan Tilley (Canada); Johan Borup, Lotte Rahbek Schou, and Karen Bjerg Petersen (Denmark); Warren Halloway and Katherine Sinclair (Australia); Marta Luz Sisson de Castro (Brazil); Anna Hugo (South Africa); Jacky Pow (Hong Kong); Deborah Adeyemi (Nigeria); Jim Greenberg and Craig Kissock (USA) – just to name a few – combined to set tone and context to how we actively move forward as a Society. When the organization asked Weber State University to host in 2009, I was confident in our own educators to join as conveners and construct the passion and leadership necessary for success. In short, Colin was a seed planter; an enabler who would masterfully model how to lead as we found our own best way. Finally, as we stand at the gates of 40 years as a Society, ISfTE has uniquely created itself as a global family of scholars that encourages ways to advance teacher leadership and development. Colin and Cornell created this amazing legacy. But as Colin would easily ask..."What will your legacy be?"

I would like to end with a poem that I have thought about since learning of Colin's untimely death.

Sleep Sweet

by Ellen M. Huntington Gates

Sleep sweet within this quiet room,
O thou, whoe'er thou art,
And let no mournful yesterdays
Disturb thy peaceful heart.

Nor let tomorrow mar thy rest
With dreams of coming ill:
Thy Maker is thy changeless friend,
His love surrounds thee still.

Forget thyself and all the world,
Put out each garish light:
The stars are shining overhead —
Sleep sweet! Good night! Good night!

From the editors – About this issue

By Karen Bjerg Petersen, David Byrd and DeeDee Mower, Editors of JISTE

We are pleased to present the current issue of the Journal of the International Society for Teacher Education, JISTE, Volume 24, number 1. Articles in this volume were presented at the annual ISfTE seminar, convened in May 2019 by Leanne Taylor and Vera Woloshyn from Brock University, Canada. Subsequently, the authors have revised and submitted their articles to JISTE and a double-blind review process with a comprehensive English edit has taken place before publication.

JISTE 24.1 is featuring the theme of the 2019 Canada seminar “Teacher Education for the Next Decade: Looking to the Past to Inform the Future”. Longstanding and new members of ISfTE—the International Society for Teacher Education - have contributed in this issue.

The articles in this issue provide a witness to the broad spectrum of areas in teacher education that are of interest and researched by educators and researchers all over the world. These articles are an investigation in doctoral dissertations, teacher’s moral habitus, teacher education management, subject teaching and various ways of reflecting on subject studies.

Falaye v. Folajogun in the article *Researching Educational Issues: An Analysis of Methods Used in Conducting Doctoral Research* investigates doctoral research in education in Nigeria with respect to research methods used. Based on nearly 500 doctoral theses submitted in the past decade, the author concludes that, in Nigeria, mostly quantitative methods are being used in education research.

Shirley Dawson and Vicki Napper study the aspects of a group of US teachers’ moral habitus and ethical decision-making in the article *Determining Educator Ethical Decision-Making Factors Using the Jones Model*. The authors find that the investigated teachers are able to ‘identify situations of differing moral intensity, are able determine those ethical decisions quickly, and more often than not, make decisions based on various factors arising from their personal experience and backgrounds.

In the article *Information and Communication Technology (ICT) Skills and Efficient Management of Educational Resources in Public Secondary Schools*, the authors Ibiene Eremie and Ugochukwu Kysburn Agi address the need of further developing ICT skills among principals of public secondary schools in Rivers State, Nigeria. The authors find the ICT skills level to be moderate and suggest the introduction of capacity building programmes for principals to enhance management of the schools in the state.

Ugyen Choden and Kezang Sherab in the article *Personal and professional competencies: Impact of Health and Physical Education (HPE) programme on pre-service teachers of Paro*

College of Education, Bhutan investigate how a health and physical education programme introduced for pre-service teachers in Bhutan has positively impacted personal and professional competencies of the target groups during the past decades. The authors point to the importance for the Bhutanese society and the future of the country, that ‘school and college students lead a healthy and active lifestyle’, as they will be ‘more likely to grow into more active, healthy, and productive adults’.

Food, as another aspect of health education, is addressed in the article *The Challenge of Teaching Food and Health in the First Four Years of Primary School in Norway*. The authors Anne Selvik Ask, Ingebjørg Aarek, Merete Hagen Helland, Camilla Sandvik and Eli Kristin Aadland from various parts of Norway advocating for formal education however, find that there is a lack of formal education in the studied area and that ‘the teaching in food and health is carried out’ randomly and differently among the investigated food and health teachers in Norway.

Rose Walton in her article *Executive Function and Working Memory: Influencing Inter-professional Conversations and Collaborative Practices* explores how, within a playgroup in a rural area of Canada, children’s vocabulary development and phonological awareness were affected ‘through on-going modelling, support and dialogue between community organizations and families’.

In sum, the articles in this issue of JISTE reveal new perspectives, reflections and aspects of teaching and teacher educators’ work that may inspire the readers of the journal.

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.

As the editor, I – Karen Bjerg Petersen - would like to congratulate our two new associate editors, David Byrd and DeeDee Mower from Weber State University, US with this issue. I thank them for their comprehensive work with the English editing the articles. The ISfTE society and I appreciate their work in supporting teacher educators and researchers, to whom English is not the first and native language, to have their articles finalized and English edited.