



Journal of the International Society for Teacher Education

Volume 24 Issue 2

Diverse aspects on Education:
Perspectives from the World

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Journal of the International Society for Teacher Education

Diverse Aspects on Education:
Perspectives from the
World

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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 2. Some of the 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. Other articles were meant to be presented at the annual ISfTE seminar in 2020 in Bhutan, convened by Kezang Sherab and Ugyen Choden, Paro College of Education at Bhutan Royal University, Bhutan. Due to the Covid-19 pandemic, this year's seminar in Bhutan was however cancelled. Finally, some of the articles in this open issue are submitted to our journal from scholars outside the ISfTE society. A double blind review process and a comprehensive English edit has taken place before publication.

JISTE 24.2 is featuring the theme “Diverse Aspects of Education: Perspectives from the World”. The titles and content of the articles in JISTE 24.2 evidence that education researchers and teacher educators throughout the world address many diverse and very different aspects of education. The authors in this issue span a wide field of research ranging from studies in education policy analysed from new perspectives such as psychoanalysis over interests in subject teaching, teacher education background and student well-being to investigating aspects of the current covid-19 pandemic in areas of the world. The authors in this issue also represent a diversity of geographical areas of the world, from Tamil-Nadu (India) and Bhuthan in Asia over Nigeria in Africa to northern countries in Europe.

In her article, *The placebo effect in education? Evidence-based educational practice and the psychoanalytic concept of transference*, Kirsten Hyldgaard from Denmark takes a philosophical and psychoanalytic stance in discussing current trends in education policy. In particular, the author criticises the concept of evidence and the demand for evidence-based practice and decision-making in education. Claiming that proponents of such approach transfer treatment and scientific approaches from the field of medicine to education without discussing which place double blind, placebo-controlled clinical trials – playing a crucial role in medical science – might have in the field of education. The author suggests the concept of transference from psychoanalysis as a useful way to explore processes and mechanisms leading to the placebo effects.

In the article *Students' mental health, stress, academic anxiety and knowledge of covid-19 among higher education students*, P. Janardhana Kumar Reddy from India addresses an important and extremely relevant issue for the year 2020, witnessing the pandemic of covid-19. As the author emphasizes, “COVID -19 is a wide-reaching health emergency which makes the globe to a standstill with supreme and unexpected impact in our life”. In the article, the author examined mental health, stress and academic anxiety among students (n=883) of higher education in Tamil Nadu, India revealing – in the beginning of 2020 - a significant difference in Covid-19 crisis knowledge and about the pandemic situation of the higher education students of India with respect

to sex, course of studying, discipline, and higher education institutions.

In the article *Impact of classroom well-being on student learning: Bhutanese students' perceptions*, written by Kinley Seden, Kinzang Dorji, Sonam Wangmo, Wangmo from Bhutan, the authors examine impact of classroom well-being on student learning in a qualitative study. Based on semi-structured interviews and classroom observation, the authors identify that classroom well-being plays a role in enhancing student learning. Furthermore, lecturer competence and classroom management, interpersonal relationships, instructional resources play an important role for the thriving of student well-being.

In their article, the authors Frøydis Nordgård Vik, Cecilie Beinert, Päivi Palojoki, Elisabet Rudjord Hillesund, Dagrún Engeset, Anne Selvik Ask, Gun Åbacka and Nina Cecilie Øverby from Norway address *Differences in formal education among Norwegian Home Economics teachers* because many of these teachers do not have a formal education. Based on a questionnaire to all home economics teachers in Norway in the year 2018, the authors found that a higher proportion of the formally educated group showed more contentment with teaching and reported to a greater extent mastering teaching compared to the non-educated group. The authors suggest an extension of formal education to including all home economic teachers.

Sabainah Oyebola Akinoso, Aminat Aderonke Agoro and Olufemi Mobolaji Alabi, Nigeria in their article, *Effect of station rotation mode of instructional delivery for mathematics in the era of advancing technology* introduce the station rotation model of instruction as a teaching approach in math combining normal classroom teaching with a variety of online resources. In their study, the authors compare the use of blended learning in teaching math in schools in Nigeria with classes in which a traditional face-to-face teaching method is applied. Their findings indicate that the use of blended learning in teaching math improves the teaching, the learning and the outcome of the students.

Cornelia Brodahl, Niclas Larson, Unni Wathne and Kirsten Bjørkestøl from Norway are the authors of the article *Developing further support for in-service teachers' implementation of a reasoning-and-proving activity and their identification of students' level of mathematical argumentation*. In articles - of which the current is the third - published in JISTE focusing on reasoning-and-proving activity, the authors have investigated in-service teachers teaching math in grades 5-10, enrolled in a continuing university education programme in the years 2018 and 2019. Qualitative content analysis of the two cohorts' justifications of their identifications, revealed an improved understanding of what is considered generic argumentation. According to the authors, the results encourage and contribute to further development of the concept.

The articles in this issue of JISTE witness the continuous engagement, which represent the dedicated educators throughout the world and demonstrate a deep interest in the many and diverse aspects and angles of education, teaching, and learning.

Finally, 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.