

## Editorial

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### Dear teacher educators, scholars and educationalists,

A total of five articles have been published in the last issue of the tenth volume of the *Journal of Teacher Education and Educators* in December 2021.

The first article is “Identity Transformation on Becoming a Teacher: Threshold Concepts and Professional Praxes” by Virginia M. Tucker and Michelle Holschuh Simmons. The authors explored evidence of transformative learning and identity shifts of teachers. The study group consisted of ten participants who were in a teacher-education programme and completing their practicums, transitioning from identifying as a student to becoming a teacher. Seven of the ten resultant themes demonstrated characteristics of threshold concepts, critical concepts that transform understanding of a given domain; the other three themes represented professional praxes, important to dispositional readiness for teaching, but not characterisable as transformative, threshold knowledge.

“The Attitudes of Social Studies Teacher Candidates towards Social Justice” is the second article by Sercan Bursa, Uğur Gezer and A. Figen Ersoy. The study aimed to determine the social justice attitudes of social studies teacher candidates and to examine these attitudes in terms of various variables. Findings revealed first that social justice attitudes of social studies teacher candidates were generally at a good level. Second, teacher candidates expressed social justice with concepts such as justice, equality, distribution of resources and regulation of social relations. Third, the social justice attitudes of teacher candidates did not differ depending on the gender and their grade. Fourth, while the educational status of the father was not effective on the social justice attitudes of the teacher candidates, the educational status of the mother was effective. Fifth, the level of social justice attitudes of teacher candidates who are members of non-governmental organizations and who work effectively is higher than the level of social justice attitudes of other teacher candidates. Finally, teacher candidates who use social media frequently have higher social justice attitudes compared to teacher candidates who rarely or never use social media.

The third article is “Struggling to Teach Disadvantaged Students: The Role of Pre-service Education in Turkey” by İsmail Çimen. The author investigated ‘beginner’ teachers’ experiences while working with disadvantaged students and tried to find out implications for teacher education in the framework of social justice, by focusing on the views of teachers of disadvantaged students. The most typical finding was that teacher education’s theory-based structure hindered teacher candidates from practicing their knowledge, which caused a shock for teachers when they first start doing their jobs in disadvantaged school districts. The study revealed important information on how teacher education could be developed in light of social justice.

Patrick Rodrigue Belibi Enama explored the competence of student teachers in lesson planning, with a special focus on the Cameroonian context. The study sought to find out which stages and aspects of lesson planning caused more difficulty to trainee teachers, and whether collaboration led to better lesson plans. The findings revealed that trainee teachers had more difficulty writing lesson outcomes, aligning lesson outcomes with assessment, providing variety in assessment and quality take-home assignment as well, and asking relevant questions to guide student work. Moreover, it was found that joint lesson plans contained fewer errors and were better in terms of instructional quality than lessons planned by single teachers.

Lastly, Arzu Aydoğan Yenmez and Tuğba Çelik aimed to look at how pre-service teachers' knowledge of sociomathematical norms changes over time in their research article entitled "The Study of Knowledge Exchange on Sociomathematical Norms: Dialogue Writing and Dramatization". The study involved dialogue writing and dramatization activities based on sociomathematical norms and psychological principles. Dialogue writing and dramatization methods applied in the study offered the opportunity to predict and design how sociomathematical norms in mathematics lesson may emerge in the real world. Through the dialogue writing training, pre-service teachers were able to learn to empathize with teachers and students and to transfer their way of thinking to dialogue.

In the hope of reuniting with you in the following issues of the Journal of Teacher Education and Educators...