

Editorial

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Dear teacher educators, scholars and educationalists,

A total of six articles have been published in the first issue of the twelfth volume of the *Journal of Teacher Education and Educators* in April 2023.

Ove Østerlie and Øyvind Bjerke's research article entitled "Flipped Learning in Physical Education Teacher Education: The Student Perspective" explored students' perceptions of the use of flipped learning, with special focus on their motivation and learning in physical education teacher education. The data were generated using semi-structured interviews with 22 Norwegian students, which were reduced, analysed, and interpreted by constructivist grounded theory traditions through learning theory lenses. The analysis resulted in five main empirical themes in terms of how students experience the use of flipped learning in physical education teacher education. Their themes were "expectations", "simple input", "deep learning", and "supportive learning environment".

The second article is "An Investigation of the Relationship between Early Childhood Teachers' Classroom Management Profiles and Humor Styles" by Betül Yılmaz-Çam. The author examined the relationship between early childhood teachers' classroom management profiles and humor styles. A correlational research methodology was utilized and 274 early childhood teachers working in ECE institutions within Turkey included in sampling group. As a result, laissez-faire and self-enhancing humor were the most common among participants. Even though there was a positive correlation between affiliative and self-defeating humor styles, the authoritarian profile was negatively correlated with laissez-faire. The indifferent profile was negatively correlated with the laissez-faire profile, while the affiliative humor style was positively correlated with the authoritarian and indifferent profile. Regarding other humor styles, there were no significant correlations observed.

Elise Sivertsen Arnsby, Katharina Jacobsson and Jessica Aspfors investigated four Norwegian schools in which all teachers and leaders took a university-based mentor education as part of a university-school project. The study aims to bring awareness to mentor education and what expectations teachers have of it, along with what experiences and benefits teachers express after completing mentor education collectively. The data were collected using a quantitative survey (N = 83) and qualitative

focus group interviews (N = 9). The results show that, despite having few expectations when starting, mentor education was experienced as important and useful for teachers because the knowledge and skills acquired are relevant in all facets of the teaching profession. Moreover, the results provide an indication of the benefits of taking mentor education collectively and developing professional learning communities of mentors.

The fourth article, “Swedish and Dutch Pre-service Teachers’ Understandings of Equity and Preparedness to Promote Equity Through Their Teaching” by Zoë Schreurs and Shu-Nu Chang Rundgren aimed to investigate the extent to which Swedish and Dutch pre-service teachers (PSTs) understand equity and are prepared to implement equity in their practice. Qualitative method was conducted in the study. Data from semi-structured interviews with 15 PSTs from Sweden and the Netherlands was thematically analysed to examine teacher knowledge about equity in education and related dispositions. The results showed that, while Swedish pre-service teachers had more theoretical knowledge in relation to teaching for equity, Dutch pre-service teachers had more practical knowledge and were therefore more prepared to implement equity in their lessons.

Mikko Vesisenaho and colleagues in their article entitled “Pre- and In-Service Teachers’ Teamwork Behaviour in Integrated Teacher Training” aims to examine how pre- and in-service teachers perceived their teamwork practices while performing authentic training activities together. The participants reflected on their own and their teams’ behaviour in two ways: using a digital reflection survey tool repeatedly during the process and writing a reflection text. In the surveys, the participants scored both team behaviour and their own behaviour in the team relatively highly, but their own behaviour was evaluated as somewhat better than the overall team behaviour. In the reflective writing assignments, team behaviour was addressed more often than one’s own behaviour. Experiences were mostly positive, but the participants also reported varying challenges.

The last article was by Suna Çöğmen and Yasemin Aslan. The authors aimed to examine how Turkish language pre-service teachers perceive teaching as a profession through their evaluation of *The Wren* by Reşat Nuri Güntekin, which has been representing the role model and idealist teacher for so long in Turkey. Designed as a qualitative study, the data was gathered from the senior students attending in Turkish Language Education Department at Pamukkale University in two phases in the 2021-2022 academic year. Results suggest a close association between what pre-service teachers think about “being a teacher” and how they perceive themselves as teachers. Results also suggest that preservice teachers idealized a good teacher and take attention to the forming and guiding function of the teacher. Pre-service teachers do not

perceive Feride as an ideal teacher and cannot imagine her as their colleague however she is strongly coherent with their profile of a good teacher.

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