

Editorial

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Dear teacher educators, scholars and educationalists,

A total of four articles have been published in the first issue of the thirteenth volume of the *Journal of Teacher Education and Educators* in April 2024.

Laura Piestrzynski and Jillana Williams' article entitled "The Impact of Service-Learning Engagement on Teacher Candidates in an Elementary Education Literacy Course" examined the experiences of elementary education teacher candidates in a service-learning literacy methods course in which they were placed in two public school settings—one urban elementary school and one urban laboratory school. This was teacher candidates' initial field experience in elementary classrooms. Teacher candidates explored various aspects of literacy assessment and instruction, particularly ways to assess students and use assessment results to screen students, monitor students' progress, and provide effective instruction. Candidates reflected regularly on their practice and participated in discussions with classroom teachers, peers, and university faculty. Their findings indicated that teacher candidates' service-learning experiences provided opportunities to engage in teaching and reflect on practices while connecting with their school communities. Teacher candidates described the impact from their work in the classroom, exposure to schools and student populations that were previously unfamiliar to them, and participation in a service-learning model that focused on critical reflection".

The second article is "A Pilot Feasibility Study on The Use of Virtual Reality Simulation Training for Parent-Teacher Consultations to Enhance Self-Efficacy in Pre-Service Teachers in Norway" by Karen Parish and friends. The authors explored using virtual reality simulation (VRS) technology with ninety-seven pre-service teachers in Norway, embedded within a flipped learning design session. Results from the qualitative post session interviews describe how the VRS training supported pre-service teachers in feeling better prepared with conducting parent-teacher consultations. This is supported by quantitative self-efficacy assessments. Thus, using VRS for supporting niche areas such as parent-teacher consultations can support better preparedness for teachers if it cannot be experienced first-hand.

Chea Chanponna explored the commonalities and differences in teaching practicum programs in three teacher education institutions in Cambodia. Employing a

cross-case analysis, the author triangulated the data by examining teaching practicum guidelines, reviewing related documents, and interviewing the practicum-in-charge. The study found that the organization of the teaching practicum at the three teacher education institutions was less productive in bridging the theory-practice gap because of an unclear follow-up system throughout the implementation process. Moreover, the assessment was inappropriate and unreliable. Additionally, mentoring activities were insufficient and ineffective for helping student teachers.

The fourth article, “Antecedents of Student Teachers’ Time-On-Task in Campus Activities in Denmark and Norway” by Eyvind Elstad , Knut-Andreas Abben Christophersen and Are Turmo aimed to analyse the differences between Danish and Norwegian teacher education for elementary schools based on a uniform survey conducted in each country; more specifically, the survey queried student teachers’ time-on-task in faculty- and student faculty-led campus activities. They used a survey data to examine factors that influence the duration of student teachers’ time-on-task in Norway and Denmark. They conducted an ordinary least squares regression analysis and found that student teachers’ self-discipline and perceived study demands were the most important exogenous factors in the duration of their time-on-task.

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