

## **Editorial**

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### **Dear teacher educators, scholars and educationalists,**

It is our pleasure to present Volume 14, Number 1 (April 2025) of the Journal of Teacher Education and Educators. This issue brings together five compelling contributions from international scholars, each of which offers novel insights into key issues in teacher education. The studies featured here explore a rich array of themes, including academic confidence among teacher candidates, digital competence in post-pandemic higher education, equity in mathematics instruction, inclusive education measurement, and motivational strategies in technology integration through game design. Collectively, they represent the diversity and intellectual rigor that JTEE seeks to promote.

The issue opens with a study by Andre Anthony Martin, who investigates the relationships among academic confidence, perceived learning demands, and lecturer support in a teacher education college. Drawing on a correlational design, the study finds that academic confidence is positively associated with both the feasibility of learning demands and the perceived support provided by instructors. The paper underscores how these perceptions shape student-teachers' experiences and offers evidence that program structure and support mechanisms can significantly influence confidence and persistence in teacher training contexts.

In the second article, Katriina Maaranen and colleagues conduct a longitudinal qualitative study on the digital pedagogical competence of Finnish teacher educators before and after the COVID-19 pandemic. Based on interviews conducted in 2018 and again in 2021, the study traces changes in generic, pedagogical-didactic, and profession-oriented digital competences. Their findings reveal that the pandemic accelerated professional development, highlighting both growth in digital fluency and the challenges of sustaining pedagogical quality under rapid transformation. This work contributes to ongoing discussions about the digitalization of teacher education and the future professional development needs of higher education faculty.

The third article, authored by Hea-Jin Lee and Leah Herner-Patnode, explores the beliefs and practices of preservice teachers regarding equitable mathematics instruction. Through content analysis of lesson plans and reflective essays, the authors examine how future educators conceptualize and enact equity in diverse classrooms. Their study highlights recurring strategies such as differentiation, cultural responsiveness, and inclusive planning, while also identifying inconsistencies between belief and implementation. The authors argue that teacher education programs must go beyond theory to provide concrete support for developing equity-oriented instructional practices.

Next, Erkkö Sointu and colleagues contribute an empirical validation study focused on two widely used instruments for measuring perceptions of inclusive education: the Teacher Efficacy for Inclusive Practices (TEIP) scale and the Sentiments, Attitudes, and Concerns about Inclusive Education – Revised (SACIE-R) scale. Drawing on data from 229 Finnish higher education teacher educators, the study uses confirmatory factor analysis and reliability

metrics to confirm the psychometric soundness of these tools in the Finnish context. The authors argue for the importance of culturally and contextually adapted measures when assessing attitudes and self-efficacy related to inclusion, especially at the level of teacher educators who shape future pedagogical norms.

In the final article, Kevser Hava and Mete Akcaoglu present a quasi-experimental study investigating the impact of reflective writing on pre-service teachers' utility value perceptions in relation to game design. Participants engaged in game development using the MS Kodu platform and were assigned either a reflection-based or summary-based writing task. The study finds that reflective writing significantly enhances perceived utility value, particularly among female participants. Linguistic analysis further reveals deeper cognitive and emotional engagement in the reflective group. These findings provide practical implications for increasing motivation and digital integration in teacher education through simple yet effective reflective interventions.

### **Open Access and Licensing Update**

As part of our continued commitment to open scholarship, we are pleased to announce an update to our licensing policy. Beginning with this issue, JTEE has transitioned from the Creative Commons BY-NC-ND (Attribution-NonCommercial-NoDerivatives) license to the Creative Commons BY-NC (Attribution-NonCommercial) license. This change allows for broader reuse and adaptation of published work for non-commercial purposes, provided that proper credit is given to the original authors and the journal. We believe this move will enhance the dissemination, visibility, and impact of the important research we publish—especially in under-resourced educational settings and across linguistic and cultural boundaries.

We thank our authors, reviewers, editorial board members, and readers for their continued support. We invite you to explore the rich content of this issue and to consider contributing your own scholarship to future volumes of the *Journal of Teacher Education and Educators*.