

## **Editorial**

Feyyat Gökçe

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

A total of six articles have been published in the second issue of the ninth volume of the *Journal of Teacher Education and Educators* in August 2020.

Jeasik Cho, Joanie James and Gabriel Swarts's article named "*The Impact of U.S. Pre-Service Teachers' High-Stakes, Accountability Era Schooling Experiences on Their Future Teaching Practices*" focused on perceptions of PSTs concerning the dichotomy between their K-12 test-focused experiences and their developing student-centered teaching philosophy. Utilizing a mixed method design, the study employed a survey in which PSTs reported that they were influenced by K-12 instruction focused on standardized testing success. Additionally, qualitative data, including student oral and written reflections exemplified PSTs' implicit apprehension concerning their ability to prepare students for standardized testing success while maintaining a desire to implement engaging student-centered learning experiences. The significance of their research was the establishment of a foundational dataset concerning the teaching disposition of NCLB/ESSA-generation PSTs.

The second article is "*Where Do We Start?: Initiating a Practice-Based Teacher Education Program Around High-Leverage Practices*" by Amanda Hurlbut, Daniel G Krutka. Their qualitative study analyzed surveys from 13 faculty and staff members, and included interview data from seven of these participants to understand better teacher educators' beliefs and prior work related to practice-based education. Their results suggest that despite practical concerns, participants were optimistic about high leverage practices. Furthermore, in contrast to deficiency narratives about teacher education, participants articulated sophisticated teacher preparation methods along these lines. Participants also desired programmatic coherence. As an implication, the authors suggest that program revisions aimed at programmatic change should emanate from a bottom-up process that honors the work that faculty members are already doing.

Sevda Doğan Dolapçioğlu investigates inquiry skills in relation to special education teachers' self-efficacy is both quantitative and qualitative in her article "*Promoting Inquiry Skills for The Improvement of Self-Efficacy Domains in Special Education Pre-Service Teacher Training*". Her research aims to create opportunities for special education teacher educators to revise their in-class teaching practices. Based on the

quantitative results, inquiry skills of teacher trainees were found to have a positive meaningful influence on self-efficacy skills. The qualitative results show that teacher trainees need to improve self-confidence in the domains of knowledge acquisition and knowledge verification as inquiry skills.

The fourth article “*Pre-service Teachers’ Reflections on Personal Responsibility for Student Motivation: A Video Vignette Study*” by Lia Daniels, Bryce S Dueck and Lauren D. Goegan purposed to examine pre-service teachers’ reflections on two different perspectives on personal responsibility for student motivation: one that reflected high internal unmitigated responsibility; and one that reflected shared and contextualized responsibility. Pre-service teachers watched two video vignettes, and then reflected on the perspectives in an open-ended written format. Their results showed that responsibility for motivation was the lowest of the four domains. Moreover, the percentage pre-service teacher felt responsible for student motivation predicted which video vignette they selected. Thematic analysis of pre-service teachers’ reflection revealed four themes that give insight into how pre-service teachers make sense of responsibility for student motivation: people responsible, external factors, strategies to support motivation, and emotions.

In their article, “*A Collaborative Design for a Finnish Teacher Education Development Programme*”, Jari Lavonen, Seija Mahlamaki-Kultanen, Sanna Vahtivuori-Hanninen and Armi Mikkola describe a collaborative design for the Finnish Teacher Education Development Programme in a decentralised education system where teachers, schools, municipalities and universities have high autonomy. The development programme was designed by 70 experts from the universities and stakeholders. The research outcomes related to teacher education were described, and brainstorming related to the renewal of teacher education was organised at the national level. The brainstorming was aimed at capturing the opinions of teacher educators and teachers. Moreover, several meetings were organised all over Finland. The development programme set out three strategic competence goals for teachers’ pre- and in-service education and continuous life-long professional learning: a broad and solid knowledge base, competences for generating novel ideas and educational innovations and competences for developing teachers’ own expertise as well as their schools. Furthermore, the development programme included six concrete strategic guidelines, which helped determine the direction for the development of teacher education.

The last article entitled “*Teacher Candidates’ Attitudes And Opinions Regarding Creative Drama Instruction Within Social Studies Courses*” by Hakan Serhan Sarıkaya examined the attitudes and opinions of Artvin Çoruh University teacher candidates regarding the use of creative drama instruction within social studies courses. The par-

ticipants consisted of 24 university students attending their junior year in the Social Studies teacher education program. Creative drama instruction was planned and implemented over 24 instructional hours. A mixed-method research design was utilised to measure teacher candidates' attitudes through a "Creative Drama Attitude Scale" and teacher candidates' opinions were obtained through written responses to "Opinion Evaluation Form", developed by the researcher. The study results revealed no significant difference between the pre/post-test attitude scale results, which was interpreted as teacher candidates' having prior knowledge and positive impressions of creative drama instruction. Participants' opinions revealed they viewed creative drama within social studies as an effective methodology and believed creative drama is appropriate for teaching a variety of subjects. Teacher candidates participated in the study indicated that creative drama contributes to students' learning, motivation, communication, and personal development. As a result, it is recommended that creative drama instruction can be utilised within social studies courses and that social studies teachers and teacher candidates receive creative drama instructional training.

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