

Editorial

Feyyat Gökçe

Dear teacher educators, scholars and educationalists,

A total of six articles have been published in the second issue of the eleventh volume of the Journal of Teacher Education and Educators in August 2022.

Aimo Naukkarinen, Pentti Moilanen and Mirja Tarnanen's research article entitled "Reframing Teacher Education: Towards the Integration of Phenomenon-Based Curriculum Reform and Organizational Culture" shared their experiences of a curriculum reform process based on the principles of phenomenon-based learning in higher education in the context of Finnish teacher education. They explore how democracy and participation were present in the decision-making process, highlighting the challenges of promoting the phenomenon-based approach and collaboration. First, they describe the reform's rationale, then the theoretical framework, methodology and the reform process. Next, they reflect on their experiences through documentary and interview data. The change process included representative and participative democracy approaches as well as an aristocratic approach. An individualistic culture became more collaborative, while the content-based curriculum evolved into a more phenomenon-based approach. They discuss how the local teacher education community's response to the curriculum changes and the organizational culture overall became more positive. Their conclusion is that organizational power structures, the autonomy of teacher educators, and collegial trust and support were crucial to the reform process.

The second article is "Examining an Alternative Teacher Education Undergraduate Program: Possibilities for Teaching and Extending What It Means to Be an Educator Outside of the Classroom" by Wendy Wakefield and friends. The authors investigate reasons why a program originally designed to retain struggling students to target students interested in nontraditional educational careers has increasingly become a program of choice through both quantitative and qualitative analyses of institutional data across the program's history and surveys of current students and instructors. They present their findings about shifting demographics of students enrolled in the program toward nontraditional students who appreciate the accessibility and flexibility of the online modality, as well as shifts in program focus on preparation for a broader range of educational career options. They also highlight the possibilities of this type of program to prepare students for further educational opportunities, including graduate programs, to also facilitate university-business partnerships.

Mette Helleve has aimed to gain a deeper understanding of what this emotional phase consists of in the article titled as “A Conceptualization of the Emotional Phase of Preservice Teachers’ Experiences as a Pedagogical Phenomenon”. The author has conducted dialogical informed in-depth interviews with preservice teachers by using a phenomenographic approach. Through an abductive analysis of the material, a conceptualization of the emotional phase of preservice teachers’ experiences as a matter of sentimentalization emerged. The manuscript also revealed how the emotional phase involves the preservice teachers’ entire body, their thinking and reflection, closely related to the way they view themselves and the world around them.

The fourth article, “Investigation of Dialogic Teaching Principles According to Educational Ideologies of Teacher Candidates” by Selen Beyazbal, Çavuş Şahin and Osman Yılmaz Kartal aimed to investigate how teacher candidates with different ideologies differ in their use of dialogic learning principles in the dialogic teaching. The design of the study is a multiple case study in qualitative research methods. The educational ideologies of teacher candidates identify the cases of the study. The data were derived from the rubric results filled by the teacher candidates and the focus group interviews at the end of the lessons. The results showed that there is no difference in the levels of dialogic teaching principles of teacher candidates with different educational ideologies. The study is important in terms of showing how the characteristics of the dialogic principles change in teacher candidates that has albeit implicitly an ideology. Also, it shows that how participants with different educational ideologies differ in a dialogic learning environment due to their ideology.

Kristi Koppel, Katariina Stenberg and Päivi Palojoki in their article entitled “Estonian Student Teachers’ Reflections of Professional Development During Teaching Practice” investigate the professional development of four Estonian handicraft and home economics student teachers’ during their teaching practice over the last year of master’s studies. The data consists of student teachers’ learning journals, reflective writings, and semi-structured interviews regarding the student teachers’ experiences. The data is analysed by using Herbart’s extended didactic triangle. The results reveal that student teachers largely reflect on their personal coping and development during practice and their learning context. They conclude that the individual needs of student teachers during teaching practice need to be addressed to create more meaningful professional development opportunities for student teachers.

Maria Hedlin and Elisabeth Frank’s article entitled “They Want a Reply Immediately! Teachers’ Perceptions About Contact Between Home and School” aimed to explore how the contact between home and school is perceived from a group of Swedish teachers’ perspective. Their empirical material consists of questionnaires directed to

schoolteachers. The teachers report that it has become much more common for parents to contact them, in particular via email, and parents expect teachers to be available for them and respond quickly. The teachers try to establish their own individual guidelines for how to handle parental contacts. They conclude that collegial cooperation could facilitate the teachers' tasks involving parents, and that teacher education should address the issue of how to combine good working conditions with a professional approach and good relations with the parents.

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