

TEACHER EDUCATION IN THE WAKE OF COVID-19

ISATT 40th Anniversary Yearbook

Edited by Cheryl J. Craig, Juanjo Mena
and Ruth G. Kane



ADVANCES IN RESEARCH
ON TEACHING

VOLUME 41

TEACHER EDUCATION IN THE
WAKE OF COVID-19

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“Tilburg Dawn,” photo by Christopher M. Clark, taken in 1984 at the second conference of the International Study Association on Teacher Thinking.*

*See *A History of ISATT 2013–2023: Internationalization*, by Frances Rust & Christopher M. Clark in Volume I of this series, for additional details.

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ADVANCES IN RESEARCH ON TEACHING VOLUME 41

**TEACHER EDUCATION IN
THE WAKE OF COVID-19:
ISATT 40TH ANNIVERSARY
YEARBOOK**

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TEACHING AND TEACHER EDUCATION IN THE WAKE OF COVID-19

FOREWORD

As editors, it is our great pleasure to present to you this first volume of the ISATT 40th Anniversary Yearbook: *Teacher Education in the Wake of Covid-19*. This book is followed by three other volumes in our four book set: 1) *Teacher Education in International Contexts*, 2) *Approaches to Teacher Education*, and 3) *Studying Teaching and Learning*. Taken together, these four books capture the scholarly lines of inquiry undertaken by ISATT members since the International Study Association on Teachers and Teaching's inception as the International Study Association on Teacher Thinking in 1983. The photograph of the Tilburg Cathedral landscape, which forms the frontispiece of all three books, was contributed by founding member, Christopher Clark (US), and was taken during the 1984 ISATT conference.

This first book begins with a set of tributes to ISATT members over time. These tributes capture our members' careers and accomplishments. They tell of friendships, triumphs and mishaps, and the individual propensities and desires of those who sustained ISATT over its first 40 years of existence. Mostly, they convey what it means to live an academic life and how those pathways differ, yet still represent successful careers in the field of teaching and teacher education nationally and internationally.

This first book has three central themes: History of ISATT, Covid-19, and Technology in Education. Special thanks go out to section editors Frances Rust (USA), Tara Ratnam (India), and Daniela Roxanna Andron (Romania) for bringing this book to fruition. Wendy Moran (Australia) and Daniela Hotolean (UK) also contributed to its completion through coordinating and editing the tributes. Readers will note that many chapter authors hail from countries whose scholarship has never been featured in ISATT publications. Given ISATT's 40th anniversary, we celebrate our organization's expanding reach and growth in community over four decades. In 2022, we celebrated the 20th anniversary of *Teachers and Teaching: Theory and Practice*, ISATT's official journal founded by Christopher Day (UK) who was also one of ISATT's founding members. In 2023, we honor our founding members, most especially Joost Lowyck (Belgium) and Rob Halkes (Netherlands), who, along with many others attending the early meetings, breathed life into our international study association and gave it vision – a vision that this 40th Anniversary Yearbook – in all four of its parts – proudly claims and richly instantiates.

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SECTION 1

HISTORY OF ISATT

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A HISTORY OF ISATT 2013–2023: INTERNATIONALIZATION

Frances Rust and Christopher M. Clark

ABSTRACT

This brief history of the International Study Association on Teachers and Teaching (ISATT) documents developments and trends during the decade 2013–2023. To situate recent ISATT history, we begin with an overview of the association’s first 30 years (1983–2012). The dominant theme of those early years was developing ISATT as a recognized and influential professional organization connecting researchers on teaching and teacher education from a growing list of nations and regions of the world. During the most recent decade, there has been a concerted effort toward broad internationalization through biennial conferences and regional meetings, and a growing network of national representatives from across the world. Also, the ISATT journal, Teachers and Teaching: Theory and Practice, the journal, which began in 1995, has published hundreds of peer-reviewed articles written by more than 1000 authors and coauthors, contributing to a growing body of knowledge about teaching and teacher education in many cultures. In the last 20 years and especially in the past 10, the locations of ISATT meetings have become significantly more diverse, following a trend of greater internationalization compared with ISATT’s European and North American beginnings. At the same time, the number of ISATT members remains stable and small thereby preserving a collegial and collaborative tone in our exchanges. In sum, ISATT’s recent decade finds the association intellectually healthy, successful in managing the challenges of the Covid-19 pandemic, and enriched by the proliferation of multinational points of view and styles of research.

Keywords: Teacher thinking; teacher educators; research on teacher education; professional learning; qualitative research; organizational history

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ISATT is a story about individuals, conversations, and the emergence of community. No story of community is ever complete; community is a continuous and continual work in progress. Storied meanings change as the memories of participant members evolve, add, interpret, and enrich authenticity with the individual colours of perspective and place. ISATT is an unfolding story of old friends, of those no longer with us, and those yet to find us. Most importantly ISATT is a story about freeing inquiry and providing a safe haven for ideas and discussions with tracks and paths that transcend geopolitical boundaries. (Kompf & Rust, 2013, p. 4)

The International Study Association on Teachers and Teaching (ISATT) began in 1983 in conversations among researchers who were pushing the boundaries imposed by a research community that framed teaching and learning to teach from an empirical, mechanistic perspective. The focus of that initial group of researchers who shaped ISATT was teacher thinking. Their way of studying teacher thinking was grounded in genuine engagement with teachers and teaching. They were a small band of Europeans and North Americans who believed that a pivot to the new research paradigm on teacher thinking could revivify research on teaching, enhance teachers' professional image, empower teachers to shape their own professional trajectories, and invite classroom teachers to join researchers as full and indispensable partners. Much of that initial story was documented in the edited volume *From Teacher Thinking to Teachers and Teaching: The Evolution of a Research Community* (Craig et al., 2013). Now, a decade later, we summarize the history of the first 30 years of ISATT to situate and give meaning to our account of growth and change in the recent decade (2013–2023). We reflect on the ways in which ISATT members, and the association more broadly, have developed as inclusive and influential sources of models of inquiry and as voices for cultivating thoughtful teaching locally, regionally, and worldwide.

SHAPING A PATTERN AND STRUCTURE FOR GROWTH: THE FIRST 30 YEARS

From the beginning, ISATT had an international membership – albeit largely European and North American in its early years. According to Kompf and Denicolo (2003), the first meeting of ISATT was initiated by Rob Halkes, John Olson, Alan Brown, Christopher Clark, Erik De Corte, and William Reid. Various sources cite Rob Halkes as being the one who subsequently registered the name, ISATT – International Study Association on Teacher Thinking. The founders were the small group of scholars (see Table 1) drawn from 12 different countries who attended the first ISATT Conference in Tilburg in October 1983 and in 1984 again in Tilburg.¹ We know some of the conversation of this initial group from the two small volumes that emerged from their plenary sessions. From Tilburg 1 came *Teacher thinking: A new perspective on persisting problems in education*, edited by Rob Halkes and John Olson (1984). From Tilburg 2 came *Advances in Teacher Thinking*, edited by Miriam Ben-Peretz et al. (1986). Both sets of papers were collected and reissued in 2003 as *Teacher thinking twenty years on*, a volume edited by Michael Kompf and Pamela Denicolo and published by Lisse, Swets, and Zeitlinger.

By the time of the group's third meeting in 1986 in Leuven, Belgium, the activities of ISATT had attracted wide attention. According to Kompf and Rust

(2013), this attention “. . .propelled ISATT into an exclusive niche. Its meetings were attractive to many scholars as growing interest and understanding of the nature of a global research agenda in education was increasingly valued as important and worthwhile” (p. 11). Attendance at this meeting had grown substantially beyond that of the first two years. It now included participants from 18 countries – Australia, Austria, Belgium, Brazil, Canada, England, Finland, Federal Republic of Germany, Hong Kong, Iceland, Israel, Mexico, The Netherlands, Portugal, Spain, Sweden, Switzerland, and the United States – many of whom came to hear the keynotes by such luminaries as David C. Berliner, Philip Jackson, Lee Shulman, Christopher M. Clark, Rainer Bromme, and Gunter Huber. Papers from this meeting appeared in 1989 in a volume edited by Joost Lowyck and Chris Clark as *Teacher thinking and professional action*, published by Leuven University Press. As with the first two sets of papers from the Tilburg meetings, Denicolo and Kompf oversaw an expanded collection with the same title published by Taylor and Francis in 2005. Here, the original authors reflected on developments regarding the issues they had raised earlier. With these first 3 meetings, the pattern of postconference publications overseen by the chair of the biennial meeting was set.

Table 1. Participants in the 1983 and 1984 Founding Meetings of ISATT at Tilburg.

Joost Lowyck (Belgium)	John Peters (UK)	John Olson (Canada)
Gunther L. Huber (Germany)	Heinz Mandl (Germany)	Christopher Day (UK)
Richard L. Butt (Canada)	Miriam Ben-Peretz (Israel)	Maureen L. Pope (UK)
Staffan Larsson (Sweden)	D. Jean Clandinin (Canada)	Rob Halkes (Netherlands)
Hartmut Thiele (Germany)	Chris Clark (USA)	Harm Tillema (Netherlands)
Magdalene Lampert (USA)	Theo Bergen (Netherlands)	Alan F. Brown (Canada)
Rainer Bromme (Netherlands)	Gunter Huber (Germany)	Naama Sabar (Israel)
James Calderhead (UK)	Angelika C. Wagner (Germany)	Erik De Corte (Netherlands)

In those early years, ISATT established itself as an organization wherein senior scholars and those just coming into educational research could interact. In part, this had to do with it being a small organization: Memories of early meetings suggest that attendees gathered around a single large table to hear and discuss one another’s presentations, questions, and ideas. As the organization grew, an ethos of openness to ideas and authentic scholarly conversation has been sustained and characterizes ISATT to this day. The organizational structure wherein international representation in the conduct of the business of the group is encouraged and where the locus of biennial meetings is determined by vote of the membership has also been cited by many as contributing to attendees’ sense of belonging. So, though there were “. . .debates over whether or not new members should be recruited and increase numbers or whether membership should be contained and remain small enough to afford the collegial and congenial spirit

that characterised meetings” (Kompf & Rust, 2013, p. 13), the opportunity for genuine exchange of ideas has remained in the forefront of the design and implementation of ISATT gatherings.

Governance

At the second Tilburg meeting, a democratically oriented constitution was drawn up. Despite or by virtue of votes and amendments, this original constitution shapes the association to this day. However, change is in the wind, not so much with the governance structure but with the constitution itself. At the time of this writing, changes in the Constitution have been recommended by the Executive Committee and are expected to be resolved at the Members’ Meeting in 2023 in Bari, Italy. However, adopting a new constitution is unlikely to result in significant changes in ISATT’s governance structure.

The governance model consists of an Executive Committee elected by the membership comprising the positions of Chair, Secretary, Treasurer, Newsletter Editor, International Representative Coordinator, Outreach Coordinator, and member-at-large. Since 2002, Daniela Hotolean (Danni as she is known to most members) has filled the position of Administrator for the organization. “This position acts as the narrow end of the funnel regarding membership status, Newsletter co-ordination, website management, public relations and information flow between and among the executive and membership” (Kompf & Rust, 2013, p. 18). The journal editor is an *ex officio* member of the executive committee making annual reports regarding *Teachers and Teaching: theory and practice* (TTTP), which, although the official journal of ISATT, is owned by publisher Taylor and Francis.

As Kompf and Rust (2013) point out, “Decisions about practices and policies are made on behalf of members by the Executive Committee except when consultation with and voting by members is carried out at general meetings held during conferences” (p. 18). Two of the most consequential of these decisions took place at business meetings during biennial conferences. In 1993 at the members meeting in Gothenburg, Sweden, ISATT’s name was changed from the International Study Association on *Teacher Thinking* to International Study Association on *Teachers and Teaching*. The second major decision was taken in 1995 at the meeting at Brock University, Canada, to accept the Taylor and Francis bid to “publish a regular journal supported by contributions of ISATT members and other writers with compatible fields of interest” (p. 27). That journal is *Teachers and Teaching: theory and practice*.

ISATT AS AN INTERNATIONAL ORGANIZATION

In the next pages, we take up the history of ISATT where Kompf and Rust (2013) left off. The time since the ISATT Biennial Conference in Ghent (2013) has been marked by robust efforts toward internationalization. As Cheryl Craig wrote,

When I sat down to write this Secretary's Message, my thoughts could not help but travel back in time to when I was first elected to this position (in 2009). The then-Executive Committee wanted: 1) to increase ISATT's global reach; 2) to conduct meetings in regions relatively untouched by ISATT; 3) to support the research of promising young scholars; 4) to increase collaboration among members; 5) to remain a charitable organization; and 6) to update the organization's articles. At that time, achieving this six-prong agenda seemed like a daunting, if not impossible, set of tasks. (Cheryl Craig, ISATT Newsletter, Spring/Summer 2014)

The blueprint for the effort that Cheryl Craig describes was there already: From the beginning, ISATT had an international membership, and, over the years, steps taken to broaden and enhance that original commitment have made ISATT a genuinely international body. In large measure, this has to do with two decisions made by the founders: The first was to not impose a geographical limit on the location of biennial meetings. The second was to establish both an Outreach Coordinator and an International Representative Coordinator on the Executive Committee. The Newsletter, journal, and internet have also been essential to ISATT's internationalization, as have regional meeting and efforts on the part of members to partner with local or regional organizations as a means of sharing research. Like the biennial conferences, these efforts often result in transnational collaborations and publications on teachers and teaching. However, what really took hold in the new century and especially in the period that we describe here was a prioritization of internationalization. We attribute this to the energy of those who have served on the Executive Committee and as Regional/National Representatives, of those who have participated in biennial and regional conferences, of those who have written for the Newsletter and the journal – the vitality of ISATT at all these levels is what we document in the following pages.

We begin as Craig did with biennial conferences and the business meetings that are elements in this story. We go from there to a look at regional conferences. Following both, we look at the ways in which ISATT has followed in the path modeled by the founders, encouraging young scholars and creating an atmosphere of collaboration among members. While neither is separate from the personal interaction made possible through biennial conferences and regional meetings, both have been fully supported in other ways. A commitment to outreach, a strong network of national representatives, a Newsletter that keeps members informed, publications emerging from biennial and regional conferences, and a journal of stature – these are the ways in which ISATT has worked to live into the original vision of being an international organization wherein senior scholars and those just coming into educational research could interact.

Biennial Conferences – ISATT Business

The venues of biennial conferences are chosen by a vote of the membership at the business meeting held during a biennial conference. Generally, members proposing to host a meeting prepare a bid two years in advance. Usually, there are at least two bids: each "...requiring a demonstration of institutional support, financial means, appropriate infrastructure for travel, meetings, and accommodation, and other resources required to host several hundred individuals" (Kompf & Rust, 2013, pp.

19–20). As [Kompf and Rust \(2013\)](#) found and as our sources confirm, “An implicit goal of hosts has been that conference participants have all needs attended to from arrival to departure in order that full attention can be given to the professional and personal interaction such a gathering provides” (p. 20).

During the decade since 2013, ISATT has convened four biennial conferences and at least 14 regional conferences. The diversity of locations for the biennial conferences alone provides a contrast with the prior 30 years (see [Table 2](#)). It is likely that the shift in venues may have come about through a more diverse membership voting for changes in the makeup of the Executive Committee. Since 2013, every position on the Executive Committee has been affected: While there have always been and continue to be committee members from the Northern European and North American countries, fully two-thirds of the Executive Committee since 2013 have come from farther afield – Portugal (Chair-*Maria Assunção Flores*), Spain (Treasurer-*Juanjo Mena*), Turkey (Outreach Coordinator-*Özge Hacifazlıoğlu*), Greece (At Large member-*Stavroula Kaldi*) – and across the globe – Kenya and South Africa (Outreach Coordinator-*Samuel Oyoo*), China (National Representatives Coordinator-*Issa Danjun Ying*), India (National Representatives Coordinator-*Tara Ratnam*), New Zealand (Newsletter Editor-*Penny Hayworth*), Australia (Member at Large and Newsletter Editor-*Wendy Moran*) and (Newsletter Editor-*Phil Riley*), and Brazil

Table 2. ISATT Biennial Conferences 1983–2023.

Year	Host Institution	Country	Chair
1983	Tilburg	Netherlands	
1984	Tilburg	Netherlands	John Olson
1986	Leuven University	Belgium	Joost Lowyck
1988	Nottingham University	UK	Maureen Pope
1991	University of Surrey	UK	Maureen Pope
1993	Gothenburg University	Sweden	Gunnar Handal
1995	Brock University	Canada	John Olson
1997	IPN, Kiel	Germany	Marcella Kysilka
1999	St. Patrick’s College, Dublin	Ireland	Michael Kompf
2001	University of the Algarve	Portugal	Ciaran Sugrue
2003	Leiden University	Netherlands	Michael Kompf
2005	Australian Catholic University	Australia	Michael Kompf
2007	Brock University	Canada	Michael Kompf
2009	University of Lapland	Finland	Paulien Meijer
2011	University of Minho	Portugal	Paulien Meijer
2013	University of Ghent	Belgium	Paulien Meijer
2015	University of Auckland	New Zealand	Maria Assunção Flores
2017	University of Salamanca	Spain	Maria Assunção Flores
2019	Lucian Blaga University of Sibiu	Romania	Cheryl Craig
2021	University of Bari Aldo Mora^a	Italy	Cheryl Craig
2023	University of Bari Aldo Mora	Italy	To be elected

^aDelayed due to Covid.