

APPROACHES TO TEACHING AND TEACHER EDUCATION

ISATT 40th Anniversary Yearbook

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



ADVANCES IN RESEARCH
ON TEACHING

VOLUME 43

APPROACHES TO TEACHING AND
TEACHER EDUCATION

ADVANCES IN RESEARCH ON TEACHING

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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.*

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

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ADVANCES IN RESEARCH ON TEACHING VOLUME 43

**APPROACHES TO
TEACHING AND TEACHER
EDUCATION: ISATT 40TH
ANNIVERSARY YEARBOOK**

EDITED BY

CHERYL J. CRAIG
Texas A&M University, USA

JUANJO MENA
University of Salamanca, Spain

And

RUTH G. KANE
University of Ottawa, Canada



United Kingdom – North America – Japan
India – Malaysia – China

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INVESTOR IN PEOPLE

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ABOUT THE AUTHORS

Laura Sara Agrati, PhD, is an Associate Professor in Didactics at the University of Bergamo. She teaches Didactics, Evaluation Problems, and Techniques and Technologies for education. She is responsible for the practicum and laboratories in the Primary Education Sciences degree program. Her main research interests are teachers' training in technology and evaluative skills.

Beatrice Ávalos, PhD, is a Professor at the University of Chile's Institute of Education where she specializes in teacher research. She was awarded the Chilean National Prize for Educational Sciences in 2013. She has worked with researchers and published studies on the teaching profession, teacher education, and education policies from Papua New Guinea to Latin America and Chile.

Charlot Cassar is a school director in Malta, and a PhD researcher at the Radboud Teachers Academy, at Radboud University, Nijmegen, the Netherlands. His research focuses on unplanned controversial issues in the classroom and what motivates teachers to address them.

Dr Keri Cheechoo (she/her) is an Iskwew from Long Lake #58 First Nation. She is a mom, a Kookum, and scholar who resists and subverts systemic, structural, and institutional racisms. A Cree scholar, she uses poetic pedagogy in a way that connects her spiritual aptitude for writing with educational research.

Tracy Dayman, PhD, is a pouako matua |senior lecturer and kaiārahi hotaka |program leader at Te Rito Maioha Early Childhood New Zealand. Her current research focuses on Indigenous Māori leadership, exploring key messages to inform leadership in education. Her research interests include issues of social justice and equity pertaining to personhood.

Natalia Edisherashvili, PhD, is a Researcher at the Institute of Education of the University of Tartu. Her current research interests include self-regulated and technology-enhanced learning. She has also been actively involved in consultancy work for international funding agencies such as UNICEF, USAID, MCC, ADB, WB, and National Curriculum implementation in Georgia.

Sonia Faraji is an independent researcher in teaching and teacher education. She graduated from the University of Kurdistan with an MA in Curriculum Studies. Her dissertation was on student teachers' professional identity. Currently she is studying how teachers' narratives contribute to student teachers' professional identity development.

Eleni Gana, PhD, is tenured Assistant Professor in the Department of Special Education, University of Thessaly, Greece. Her teaching and research interests include: Literacies and language education, sociocultural and sociosemiotic perspectives on language education, and learning and teaching in multilingual and multicultural environments. She has contributed to several research projects, international and local, related to school inclusion of students from minority background and the design and development of educational material for literacy.

Khalil Gholami, PhD, is an Associate Professor (University of Kurdistan) and a Docent in Education Sciences (University of Helsinki) since 2009. He also worked as a teacher for 8 years before completing his doctoral studies. His main research interests include teacher identity, teacher practical knowledge, and epistemological studies of teaching.

Christos Govaris, PhD, is a Professor in Intercultural Education at University of Thessaly, Greece. He has worked with ROMA education for more than 10 years. His research focuses on the theoretical analysis of the pedagogical challenges of the modern multicultural condition and in particular the design, implementation, and evaluation of intercultural teaching and learning environments in primary education. He has an extensive record of publications.

Jukka Husu, PhD, is Professor of Teacher Education and Dean of the Faculty of Education at the University of Turku. His research focuses on teachers' pedagogical knowledge, reflection, and moral issues in teaching. He serves on the editorial board of *Teaching and Teacher Education* and as an Associate Editor for *Teachers and Teaching: Theory and Practice* and *Frontiers in Teacher Education*.

Stavroula Kaldi, PhD, is a Professor at the Pedagogical Department of Primary Education, the University of Thessaly, Greece. She has extensive experience in teaching and research in higher education and has published in various referred international journals, conferences, and volumes. Her research interests include PBL (Problem Based Learning), cooperative learning, differentiated instruction, and teacher professional development.

Manpreet Kaur, PhD, is working as Principal at Partap College of Education Ludhiana, Punjab, India. She has 18 years of teaching experience teaching graduate and postgraduate classes and research supervision. She has contributed extensively to the teacher education literature with publications in edited books and international and national journals.

Geert Kelchtermans, PhD, studied Philosophy and Educational Sciences at KU Leuven (University of Leuven). His dissertation focused on the professional development of midcareer teachers using a narrative-biographical perspective. His PhD research was strongly influenced by the work of the ISATT community. He is now a Professor at KU Leuven, where he chairs the Centre for Innovation and the Development of Teacher and School (CIDTS).

Äli Leijen, PhD, is a Professor of Teacher Education at the Institute of Education of the University of Tartu. Her current research themes include teacher education, teacher knowledge, teacher reflection, teacher agency, and professional identity. She has worked as an expert in several teacher education development projects in Estonia and is an active member of several research organizations.

Kostas Magos, PhD, is an Associate Professor at the Department of Early Childhood Education in the University of Thessaly, Greece. His scientific interests focus on the theory and practice of intercultural education. He has taken part in many European and national research projects in the field of intercultural education and has published related papers in international journals.

Paulien Meijer, PhD, is a Professor at the Radboud Teachers Academy at Radboud University, Nijmegen, The Netherlands. With her team, she studies teachers' learning and development, with a particular focus on identity development and creative learning.

Melissa Newberry, PhD, is an Associate Professor in the Department of Teacher Education at Brigham Young University, Utah, USA. She holds a doctorate in Educational Psychology and teaches courses on Adolescent Development and Teacher Development. She studies emotions and relationships in educational settings, teacher identity, and teacher professional development.

Ida Oosterheert, PhD, is an Associate Professor of Teacher Learning and Development at the Teachers Academy at Radboud University in Nijmegen, The Netherlands. Her expertise is the area of learning to teach. Her current research focuses on the cultivation of creativity in secondary education.

Margus Pedaste, PhD, is a Professor of Educational Technology at the Institute of Education of the University of Tartu. At the national level, he leads the Council for Professions in Education. His main strands of research are educational technology, science education, inquiry-based learning, technology-enhanced learning and instruction, digital competences, and learning analytics.

Loredana Perla, PhD, is a Professor of Didactics and Special Pedagogy and Director of the Department of Education Sciences, Psychology, and Communication at the University of Bari 'Aldo Moro.' Her interests are teacher education and faculty development. She coordinates the ANVUR working group, 'Recognition and enhancement of teaching skills of university teachers' and the Bari projects 'Didasco (School Education)' and 'Teaching Learning Center'.

Phil Riley, PhD, is the Honorary Chair of Education Leadership at Deakin University in Melbourne, Australia, and is an Honorary Professor at The Education University of Hong Kong. *Wellbeing*, a global hub for research into the occupational health, safety, and wellbeing of educators.

Balwant Singh has 48 years of experience in teaching, research, and administration at the established Punjabi University College of Education and Partap

College of Education. He has presented research papers and keynote addresses at many international conferences in addition to working as a reviewer for many international journals.

Kathy Snow, PhD, is Professor and Faculty of Education Graduate Studies Coordinator at the University of Prince Edward Island (UPEI) in Canada. Her current research focuses on the organization of education, from the bias inherent in systems and governance, to the spaces created in classrooms which favor some learnings over others.

Charoula Stathopoulou, PhD, is a Professor of Mathematics education at the University of Thessaly, Greece. Her main teaching and research foci include Ethnomathematics and Sociocultural Factors of Mathematics teaching/learning in and out of school and pedagogy of mathematics in multicultural classes.

Alexandra Stavrianoudaki, PhD, is an adjunct lecturer at the University of Thessaly, Greece, and primary education teacher. She has participated in international conferences and has coauthored articles in educational journals. Her main research interests lie in the field of Inquiry-Based Learning (IBL) in history education, cooperative learning, and Inclusion.

Auli Toom, PhD, is a Professor of Higher Education, a Director of the Helsinki University Centre for University Teaching and Learning (HYPE) and Vice-Dean for Research at the Faculty of Educational Sciences, University of Helsinki. Dr. Toom is a member of the Finnish Academy of Science and Letters. Among her interests are teacher knowledge, teacher agency, and teacher education.

Viviana Vinci, PhD, is an Associate Professor at the Mediterranea University of Reggio Calabria, Italy, in Didactics and Special Pedagogy. She has achieved the National Scientific Qualification to become a Professor. She is the degree course referent for 'Science of Education' and Delegate of her Department's Director for Transversal Skills and Orientation Programs.

FOREWORD

The International Study Association on Teachers and Teaching (ISATT), which began as the International Study Association on Teacher Thinking, celebrates/ed its 40th anniversary in 2023. The study association is now a full-blown organization not only with a biennial international conference but with regional conferences as well. Additionally, there is an awards program and a small grant program. Further to this, a special kind of kinship has developed among members, making ISATT a unique affiliation.

Several features distinguish the Yearbook's four volumes. These features include tributes in each book, sections outlining distinct lines of ISATT research, and reprint articles by selected authors. The four volumes also share the same frontispiece, a photo taken by Christopher Clark at the second ISATT Meeting in Tilburg, The Netherlands. Further to this, internationalism is a powerful strength streaming naturally across all four books, not as an intermittent cover story.

The titles of the four volumes are:

Volume 1: *Teacher Education in the Wake of Covid-19*

Volume 2: *Teaching and Teacher Education in International Contexts*

Volume 3: *Approaches to Teaching and Teacher Education*

Volume 4: *Studying Teaching and Teacher Education*

This volume, *Approaches to Teaching and Teacher Education* (Volume 3), follows *Teacher Education in the Wake of Covid-19* (Volume 1) and *Teacher Education in the International Context* (Volume 2) in the series. Together, these volumes show how a powerful idea seed was planted in 1983 in Tilburg, The Netherlands, that will come to full fruition in 2023 in Bari, Italy (with other conference locations in-between).

A sincere thank you is extended to this book's section editors, Laura Sara Agrati (Italy) and Ruth G. Kane (Canada). Thanks also goes to Daniela Hotolean (UK) and Wendy Moran (Australia) who assembled and edited the Tributes honoring past and present ISATT members. In addition, we recognize Xiao Han (US) who coordinated the technical details of all the manuscripts. Without the diligence of many people, this volume would have been near impossible to complete, given how short our publication window was. Lastly, we are grateful to our members who authored chapters amid significant time constraints to ensure that ISATT would have a 40th Anniversary Yearbook ready to celebrate at our 20th Biennial Conference in Bari, Italy, in 2023.

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SECTION 1

TRIBUTES

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TRIBUTE TO JOOST LOWYCK

Jan Broeckmans

Joost Lowyck was born in Bruges (Flanders, Belgium), where he completed secondary education (Latin Greek humanities) at Sint-Lodewijkscollege. From 1965 to 1969 he studied Educational Sciences at KU Leuven (Belgium). In 1969–1970 he completed a Specialization in Teacher Education and Technology at the Ruprecht-Karls University and Pädagogische Hochschule in Heidelberg, Germany, with a grant from the Volkswagen Foundation, normally awarded only to Germans.

In 1971 Joost became an Academic Assistant in Educational Sciences of KU Leuven. It was there that he went through a number of shifts in his approach to teaching and teacher education. He had returned from Heidelberg steeped in behaviorism in teacher education and the use of video-based classroom observation and microteaching to train specific teaching skills. However, Joost gradually realized that this analytic approach did not cover the complexity of teaching. He adopted, then, a multimethod approach, using various methods (i.e., interaction analysis, case method, roleplaying, microteaching, etc.) to develop different aspects of teaching, such as internal processes as well as observable behaviors. This led to a PhD project proposal: an experimental study of the impact of different training methods (information, observation, exercise, feedback, rehearsal, etc.) on acquiring teaching skills.

Still, Joost felt unsatisfied mainly because insights into the cognitive processes that ‘drive’ observable behavior failed. At that time, his advisor, Erik De Corte, was developing and defending the cognitive paradigm in educational psychology. This led Joost to see teaching as an activity requiring higher-order cognitive skills to cope with the complexities of classroom teaching, such as information processing, judgment, hypothesis formation, and decision-making. He reoriented his PhD project, which became *Process analysis of teaching. Study of the cognitive variables in planning and teaching behaviors of experienced teachers. Literature review and descriptive-empirical research*. Stimulated recall interviews, based on video recordings of classroom teaching, were used to uncover cognitive variables in teaching.

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Completing his PhD in 1978, Joost was a pioneer in exploring teacher cognition, certainly in Western Europe. In the next years several Dutch and Flemish researchers adopted the cognitive paradigm, following Joost's lead and/or linking up with him. One of them was Rob Halkes. At the time, Rob was contacting many worldwide-acknowledged scholars, who used different approaches to study the complexity of teaching. Rob's dream was to launch an international research organization that focused on teachers' thinking.

To date, I believe that International Study Association on Teachers and Training (ISATT) got the "green light" when Rob, Joost, and I (as a bystander) were running from the venue of the 1983 Dutch Educational Research Conference to Amsterdam Central Station to catch our train home. Upon overhearing Rob – breathlessly – referring to his impressive list of contacts, Joost became convinced. Later that year ISATT was founded.

Joost has always been modest about his role in this founding, calling himself a content-driven background player. But probably he underestimates how much his contribution was valued, since in 1985 the membership elected him the first Chair of ISATT.

The 1986 Leuven and 1988 Nottingham conferences are most memorable to Joost. He considers the Leuven conference, which he organized, a turning point for ISATT, because two major concerns (also of Rob Halkes) were dealt with. First, by bringing together scholars from different domains, representing a wide variety of "qualitative" approaches, ISATT offered a broad spectrum, encompassing a rich diversity of ways to grasp the complexity of teaching. Second, it emphasized that teacher cognition should be linked to actual teacher behavior – hence the conference title: *Teacher Thinking and Professional Action*. In both cases, ISATT went beyond an exclusive focus on "teacher thinking," which otherwise might have become yet another isolated research node. ISATT's Nottingham conference also brings back pleasant memories for Joost (and many others): the conference dinner was a "medieval banquet" with all participants dressed as knights and damsels and Joost giving a hilarious, "medieval style" speech, mostly to honor Rob Halkes.

In 1979, Joost was appointed as Professor in Educational Technology, Instructional Design, and Corporate Training Design at the KU Leuven. His academic track record is both varied and impressive, and kept expanding after his retirement in 2006. Much valued by students and colleagues alike, he taught courses in the areas of his appointment and in teacher education programs of various faculties. His research gradually focused on instructional design, but his interest in cognition remained, for example, his studying of students' perceptions and teachers' metacognitive knowledge of the educational environment. He published more than 100 scholarly works, many with a focus on teaching and teacher education, including several in international journals. He also did editorial work, as Chief Editor of the *Dutch Journal of Educational Studies* (1987–1991), and as Associate Editor or member of the editorial board of international journals (including *Teaching and Teacher Education* from 1986–1991). Besides managing "his" research center at KU Leuven, Joost was the founder and chair (1991–1995) of the special interest group 'Instructional Design'

of the European Association for Research on Learning and Instruction (EARLI). He participated in many EU-based projects, both research- and education-oriented, and coordinated some of them. Furthermore, he contributed substantially to educational management at KU Leuven and at other Flemish higher education institutes (including colleges of teacher education), by chairing various networks (especially in teacher education) and by memberships on boards of directors. Moreover, Joost has been the member and chair of 35 quality assessment committees for Flemish and Dutch universities and higher education institutes in the domains of educational sciences and teacher training.

In short, Joost is an outstanding scholar: his contributions to research on teaching, teacher education, and instructional design, as well as to the quality of (higher) education, are outstanding, both for their quantity and quality.

As one of Joost's master students and junior colleagues, I know him as an ever available, welcoming, encouraging mentor, virtually always in a good mood and with a disarming sense of humor. These qualities only add to my admiration of him. I furthermore respect his courage to follow an unknown path, as shown in his PhD project, and his ability to put his views into a relativistic, philosophical perspective. It is safe to say that without Joost Lowyck, there may not have been an ISATT.

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TRIBUTE TO TOM RUSSELL

Andrea K. Martin

It is an honor to write a tribute for Professor Tom Russell, whose humility belies his notable and considerable achievements and accomplishments. These attest to his contributions to teacher education overall, to teacher education research on an international scale, and to his efforts to build, maintain, and sustain collaborations and partnerships that extend around the globe.

Before detailing some of his notable contributions, some background is offered as context. Tom grew up in New York State and earned his first degree at Cornell University (1963). After two years as a volunteer teacher in Nigeria, he earned a Master of Arts in Teaching (1966) at Harvard University. He then taught secondary school in Ohio, returned to Nigeria as a Peace Corps staff member, and moved to Canada in 1970. He completed his PhD in Science Education at the University of Toronto (1976).

Tom has had a stellar 42-year career as a Professor at the Faculty of Education, Queen's University, Kingston, Ontario, Canada. His extensive publications reflect his passion for research on teacher education, science education, and plumbing the depths of understanding how someone learns to teach. As a testament to his international reputation as an eminent scholar in the field of teacher education, one needs only review some of the handbooks and international volumes to which he has contributed. These include: *Handbook of Research on Science Education* (2014, 2007, 2023), *Handbook of Self-Study of Teaching and Teacher Education Practices* (2020, 2004), *International Handbook of Teacher Education* (2016), *International Encyclopedia of Education* (2010), *Imagining a Renaissance in Teacher Education*, *Teacher Education Yearbook XVI* (2008), *Handbook of Research on Science Education* (2007), *International Handbook of Research on Teaching* (4th ed.) (2001), and *International Handbook of Science Education* (1998).

The above is hardly exhaustive. Some examples of further contributions to international publications are *Reflective Theory and Practice in Teacher Education* (2017), *International Teacher Education: Promising Pedagogies (Part A)* (2014), *Back to the Future: Legacies, Continuities and Changes in Educational*

Policy, Practice and Research (2013), *From Teacher Thinking to Teachers and Teaching: The Evolution of a Research Community* (2013), and *Learning from Research on Teaching: Perspective, Methodology, and Representation* (2005). Each of these contributions is significant in and of itself; taken together they represent an august body of work that speaks to the reach of Tom's contributions on the international stage.

Mention must also be made of Tom's contributions to the self-study of teacher education. Without question, he is considered a founding father. His work in this area is revered and considered seminal. He was instrumental in establishing and organizing the biennial Castle Conferences on Self-Study of Teacher Education at Herstmonceux, East Sussex, UK. He organized 11 Castle Conferences, beginning with the inception of the Castle Conferences in 1996. The ongoing success of this international conference can be attributed in no small measure to his organizational expertise, commitment to the field, and endless patience. As a result, a vibrant community of international self-study researchers has emerged. Tom was also the cofounding editor of the journal, *Studying Teacher Education*, which has provided a forum for self-study research; he was coeditor for 15 years. Additional evidence of his international commitment to self-study can be seen by his leadership in establishing S-STEP (Self-Study of Teacher Education Practices) as a Special Interest Group (SIG) of the American Educational Research Association (AERA), thereby promoting self-study research as a distinct and academically acknowledged area of study and research within teacher education.

Tom joined International Study Association on Teachers and Teaching (ISATT) in 2003 and in 2017 was awarded the ISATT Service to Teachers and Teaching, the Academy, and Research (ST²AR) Award at a memorable gala celebration in Salamanca, Spain. Tom also recalls another noteworthy ISATT Conference in Minho, Portugal, although for different reasons. At this conference, transportation to the conference dinner was impossibly slow, so he and LaVerne jumped ship and joined Australian friends at a nearby restaurant. They were also joined by a couple from Turkey and, consequently, made welcome connections.

In addition to the ISATT ST²AR Award, Tom was presented with the Frank H. Klassen Award by the International Council on Education for Technology, where he gave the keynote address at the ICET Conference in Brno, Czech Republic (June 2017). Closer to home, he received the Queen's Faculty of Education International Research and Collaboration Award (August 2017) and the Canadian Association for Teacher Education Inaugural Award for Outstanding Contributions to Research in Teacher Education in Canada (May 2012). Additionally, his exemplary teaching was acknowledged with the Faculty of Education Golden Apple Teaching Award from the Education Students' Society (1998, 2005, and 2019).

Tom has formed key writing partnerships with John Loughran (Monash University), Hugh Munby (Queen's University), Andrea K. Martin (Queen's University), Shawn Bullock (Cambridge), Maria Assunção Flores (Minho), and Rodrigo Fuentealba (Autónoma, Chile). Many of his long-standing professional collaborations have arisen by virtue of numerous appointments as a visiting