Editorial

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Dear Teacher Educators, Educational Scientists, and Educationalists,

A total of five articles have been published in the second issue of August, 2017 of the Journal of Teacher Education and Educators.

In the first article titled “University Students’ Perception and Utilization of Technology for Learning: The Case of Haramaya University”, Sisay Awgichew Wondemetegegn, examines university students’ perceptions and utilization of technology for learning at Haramaya University in Ethiopia. With this research, Sisay Awgichew Wondemetegegn reveals that there is no statistically significant mean difference between male and female students’ perceptions towards technology utilization for learning. The fact that students come from rural or urban areas does not seem to affect this situation either. Also, the results of the research show that students have positive perception towards technology assisted learning.

In the second article with the title of “Professional Space and Agency: The Case of In-Service Language Teachers”, Gizem Mutlu aims to investigate teacher agency from the perspective of in-service language teachers in relation to their perceived professional space and to have an understanding of factors contributing to teacher agency positively and negatively. In accordance with the findings of the study, Gizem Mutlu handles the trajectories in agency in three types: contested agency, gradual growth of agency and failure in achievement of agency. In these trajectories, it was found out that teachers’ own motivation, material adaptation, cooperation of colleagues and technological equipment promote teacher agency, whereas some factors such as pressure from administration and parents, centralized curriculum and exams, workload and crowded classes serve as obstacles in the process.

In her article titled “Three Birds with a Stone: Technology Integration in Language Education with Reverse Mentoring Model”, Belgin Aydn studies the “Reverse Mentoring Model”. According to Belgin Aydn, the teaching practice process which is one of the most important components of teacher education programs should be restructured. In the suggested model, pre-service teachers, who are more equipped with technology knowledge, will mentor their in-service teacher during the teacher practice process, creating an environment in which both group of teachers will be learning from each other.
With the article titled “Student Teachers’ Views Regarding the Impact of Effective Teaching Strategies on Student Motivation”, Melek Çakmak attempts to identify student teachers’ views on the impact of effective teaching strategies regarding student’s motivational levels. The main results of the study indicates that the participants regarded ‘paying importance to communicate’ as the most important strategy whereas they considered ‘use of different classroom arrangements’ as the least important strategy to motivate students.

In the last article titled “Critical Thinking in Nigeria’s Pre-Service Teachers’ Education: A Philosophical Investigation”, Olatunji M. Olalekan investigates the place of critical thinking in Teacher Education in Nigeria using the method of Philosophical analysis. Among other things, Olalekan suggests that the acquisition of critical thinking skills be included among the stated goals of Teacher Education and that necessary measures be taken by the relevant authorities to ensure that critical thinking is actually taught and practiced by pre-service Teachers in Nigeria.

I would like to thank all the authors who have contributed with their articles, the reviewers who have spared their efforts in the evaluation of those articles and the members of the science board, section editors and the technical support team for all their valuable efforts in the second issue of August, 2017 of the Journal of Teacher Education and Educators.

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