Editorial

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Dear Teacher Educators, Educational Scientists, and Educationalists,

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

The first article titled “Creative Improvisations with Information and Communication Technology to Support Learning: A Conceptual and Developmental Framework” by Mikko Vesisenaho, Patrick Dillon, Sari Havu-Nuutinen, Tuula Nousiainen, Teemu Valtonen and Ruolan Wang, is about facilitating collaborative, creative improvisations in learning with Information and Communication Technologies (ICT) and in so doing enhancing under-utilised creative possibilities in education and development in schools, universities, workplaces and in everyday life. A conceptual framework is presented, in which improvisation is seen as a creative outcome of certain cultural ecological interactions in learning environments. In the article, it is proposed that these creative improvisational interactions can be facilitated by ICT. Besides, some developmental ideas are presented. This research is a review of the current practice and also an outline for future studies.

In the second article with the title of “Evaluation of an ELT Practicum Programme from The Perspectives of Supervisors, Student Teachers and Graduates”, Kiymet Merve Celen and Sumru Akcan aims to evaluate the English Language Teacher Education practicum offered at a state university in Turkey to discover the strengths/weaknesses of the programme and the needs/problems experienced by student teachers. The results of the study indicate that diversity and technology components of the teacher education programme received lower ratings from both student teachers, graduates and supervisors. The results of the study points to some needs such as more observation, seeing different school contexts, more cooperation with cooperating teachers, and improvement in the assessment procedures, and technology use.

In the third article titled “Teachers Professional Development in Schools: Reflection on the Move to Create a Culture of Continuous Improvement”, Fekede Tuli studies the professional development of teachers. The study aims to reflect on the practices of teachers’ professional development in schools in Ethiopia. The study employs a narrative research. The findings of the study shows that the participants find the current teacher professional development problematic and unhelpful to bring the desired
change in teachers classroom practice and student learning. The available teacher professional development was narrowly understood, poorly practiced, and orchestrated tightly from the top.

In her article titled “Mathematics and Science Teacher Candidates’ Perceptions of Developing Questioning Skills in Turkey”, Fatma Cumhur, Alpaslan Şahin and Shirley M. Matteson attempt to investigate mathematics and science Teacher Candidates’ (TCs) attitudes towards questioning and their perceptions about acquisition of questioning skills. This instrumental case study utilizes the constant comparison method in analyzing the interview transcripts. The coding of 28 transcripts revealed five fundamental themes: roles of questioning techniques in education, development of questioning skills, roles of colleges in developing questioning skills, roles of internships in developing questioning skills, and factors preventing students from answering questions. The results indicates that even though questioning is seen as a critical skill by teacher candidates, the theories and practices about developing questioning skills during the teacher candidates’ training in Turkey is inadequate and there is a need of more emphasis during college and student internship about questioning.

With the last article titled “Students’ Creativity And Entrepreneurial Intention: A Panacea for Youths’ Unemployment”, Soalar Hassan and A.S. Ifamuyiwa investigate undergraduates’ levels of creativity and entrepreneurial Intention as a panacea for youths’ unemployment. According to the results of the study, undergraduates have low entrepreneurial intention and low level of creativity. The results reveal that creativity has a positive relationship with Entrepreneurial intention. No significant difference was found between the entrepreneurial intention or the level of creativity of male and female undergraduate students. Based on these results, it is suggested that undergraduates should be re-orientated on the need to be self-employed instead of seeking white collar job. It is also suggested that the teachers of entrepreneurship should make the course more practically-oriented.

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