Editorial

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Dear Teacher Educators, Educational Scientists, and Educationalists,

A total of five articles have been published in the first issue of April, 2018 of the Journal of Teacher Education and Educators.

The first article titled “Teachers’ Diagnostic Competence in the Context of Gender and Migration Related Stereotyping” by Guido Breidebach and Nicole Gruber, examines the influence of pupil and teacher characteristics on the diagnostic competence of teachers in the context of educational disadvantage in Germany. The results of the study show that, contrary to the expectations and independent of teacher variables, female pupils are more correctly and better assessed than male pupils. However, only experienced teachers were able to assess individuals with a migration background without being influenced by them. According to these results, the study suggests that there is an increased need to sensitize teachers to the impartial assessment of individuals with a migration background.

In the second article with the title of “An Analysis of Effective Support Structures for Novice Teachers”, Kitty Warsame and James Valles aim to evaluate the effectiveness of novice teacher induction support structures in a southwestern US state. The conceptual framework is based on research examining teacher attrition; the study extends the research by examining school-based and university-based programs. Research questions focused on the perception of novice teachers regarding mentoring experiences at their certifying universities and employing school districts. The results of the study reveal that strong school support can compensate for the lack of university support, but strong university support did not compensate for a lack of school support.

The third article titled “Teachers’ Characteristics and Availability of Laboratory as Predictors of Senior School Students’ Performance in Physics in Ilorin, Nigeria” by Abdulrasaq Oladimeji Akanbi, Esther Ore Omosewo and Bayim Oyong Nase Ilorin, investigates teachers’ characteristics and availability of laboratory as predictors of physics students’ performance in Ilorin. According to the research findings, the general academic performance in Physics is fair (average). Nevertheless, students that were taught by qualified physics teachers performed better than those taught by unqualified teachers, students taught by experienced teachers performed better than those taught by less experienced teachers, and students exposed to the use of laboratory performed
better than those not exposed to the use of the laboratory. The results suggest that science teachers should ensure that students are exposed to hands-on activities in their schools.

In their article titled “Promoting Structured Reflectivity in Teacher Education: An Innovative Approach”, Çiğdem Karatepe and Derya Yılmaz attempt to investigate to what extent student teachers are able reflect on contextualised lessons used as a structured form of reflection during teaching practice. The contextualised lessons will not only provide students a framework for planning their teaching but also an opportunity to reflect on their practice. The participants were 26 students studying teaching English at university. The findings reveal that students reflected mostly on their practical performances but failed to reflect on reflection. The diary analysis indicates that students were not able to do critical reflection on the use of contextualisation strategies. According to these findings, it is necessary to emphasise the significance of reflection during the teacher education process and create opportunities where the student teachers can reflect on their practices.

With the last article titled “Visual Research Methodologies in the Field of Art Education: Conceptual Analysis and Specific Theoretical Framework of Reference”, Ana Marqués Ibáñez presents new formats for observing and analysing visual material in art through visual artistic research methodologies applied to education. The study analyses the current formats used to study photographic or visual material, including interactive documentaries, participant mapping and digital storytelling. The general aim of the study is to help students to acquire tools to understand the images of their immediate visual culture and to generate artworks using different forms of artistic representation with an educational application, such as photographic techniques and audio-visual media.

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