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Emancipating and Transforming Teacher Education
For a Better Education System



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Teacher Education for a Better Education System

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From the editor

As the editor of JISTE, I want to thank the associate editors, Vera Woloshyn and Leanne Taylor, for their immense work editing and reviewing the articles in this issue of JISTE. To English edit articles written by authors from all over the world whose first language is not English is challenging and time-consuming work. Concepts and terminology vary and often are used differently across international contexts just as educational policies, schooling processes, and teaching practices differ between countries. Words commonly used and understood in one part of the world may be unfamiliar in another part. Leanne and Vera have done a great job clarifying meaning in the articles featured in this issue of JISTE. In addition, they have taken on the role of reviewer by asking authors to clarify findings, revise, and rewrite their articles as necessary. The results of this work are evident in this issue which features a broad range of issues and research relevant to international teacher education. I also would like to acknowledge Tanya Kaefer, Associate Professor at Lakehead University, Canada and Professor Vera Woloshyn who have been JISTE's statistical consultants for this issue. Their time, expertise, and support is much appreciated.

Emancipating and Transforming Teacher Education for a Better Education System – About this issue

All of the articles in this edition were originally presented in paper groups at the 2016 Seminar of the International Society for Teacher Education, which was sponsored by the University of South Africa – UNISA, South Africa. The conveners of the South African seminar, held in Krüger National Park, were long-time ISfTE members, LDM Oupa Lebeloane, Mokhele Madise, and Fanie Pretorius from South Africa.

The focus of the 2016 Seminar is reflected in the theme of this issue entitled *Emancipating and Transforming Teacher Education for a Better Education System*. The authors in this issue address a variety of topics facing teacher education throughout the world.

ICT, blended learning and the use of digital media - all common concerns in teacher education - are addressed in three of the eight articles in this issue. The article *Challenges University Students Face When Integrating New ICT Tools into their Learning: An Exploratory Study of a Social Annotation Tool*, written by Jackie W.W. Chan, Miki Lau, Sandy C. Li, Jacky Pow, Gina Lai, and Alpha Wong documents how teacher trainers in Hong Kong encourage students to use new ICT tools in their individual learning processes. In the article *Blended Education in Food and Health (Home Economics): Do we need Campus?* the Norwegian researchers and teacher educators Anne S. Ask, Margrethe Røed, Mona L. Omholt and Ingebjørg Aarek explore how face-to-face teaching combined with online learning is perceived by students and teacher trainers in food and health education. The two other Norwegian authors, Unni Wathne and Cornelia Brodahl, investigate in-service teachers' experiences using video podcasts in math in the article *Mathematics Video Podcasts as Integrated Elements of Online Lessons in Further University Education: In-Service Teachers' Flow Experiences*.

Three articles in this issue are case studies and/or investigations of country-specific challenges in various parts of the world. In the article, *Preparation of Student Teachers for Multicultural Classrooms: Reflections on the Danish Teacher Education Curriculum* Karen Bjerg Petersen investigates how “strong political commitment” and distinct descriptions of key competences in mandatory modules are seen as ways to prepare future student teachers for diversity in

Denmark and Europe. Vera Lucia Felicetti from Brazil is the author of the article *Differences Between Licentiate and Non-Licentiate Courses: A Case Study in Brazil*. Her findings indicate that graduates with ProUni scholarship funding had a higher graduation rate and lower dropout rate than non-scholarship holders in both licentiate and non-licentiate courses. In their article, *Dietary Habits and Behaviour Problems at School among Norwegian 14 Year Olds*, authors Inger M. Western, Madelene Skårdal, Anne M. S. Ask, and Nina C. Øverby report that a high intake of soda with sugar and frequent consumption of take-away and fast food were significantly associated with increased behavioural problems at school.

Finally, two articles in this issue investigate the Nigerian Educational system. Tamunosisi Furo Pepple and Gift Allan Ogologo's article entitled *The Effects of the Niger Delta Crisis on Educational Resources, Attitude to Schooling, and Academic Achievement of Basic Science Students in Rivers State, Nigeria* concludes that the Niger Delta Crisis has negatively impacted students' academic achievement. In comparison, in the article *School Development Planning: A Strategic Tool for Secondary School Improvement in Rivers State, Nigeria*, author Ugochukwu Kysburn Agi explores the importance of school development planning as a strategic tool for the improvement of secondary education in Rivers State, Nigeria.

We hope that the readers will find interest and inspiration in this issue of JISTE.

Leanne Taylor, Vera Woloshyn and Karen Bjerg Petersen
Editors of JISTE