

Educational Research and Development Journal

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Understanding Knowledge Base, Training Program, Network Support, and Assessment Use for Teacher Learning and Teaching

Jian Wang and Raymond Flores

As co-editors of the *Educational Research and Development Journal*, we apologize for the delayed publication of the Fall 2023 Issue in Volume 26 due to review processes. In this issue, we are bringing four articles to you. These articles examine the knowledge base, training program, network support, and assessment used for teacher learning and teaching from different perspectives using different research approaches.

The quality of teachers' knowledge of teaching is presumably assumed to shape the quality of teachers' teaching and student learning (Ball, Thames, & Phelps, 2008; Hill et al., 2008). Consequently, it is important to understand the nature and characteristics of teachers' knowledge and its development (Bartos & Lederman, 2014; Morine-Dershimer & Kent, 1999). Such an understanding of teachers' knowledge will guide preservice and inservice teachers to develop quality understandings of their practices central to support for students' effective learning (Oosterheert & Vermunt, 2003; Toom, 2017). Wanying Wang examines the nature and characteristics of teaching knowledge that teachers need to develop for their teaching practices at both preservice and inservice levels using a conceptual examination. By reviewing various thoughts about teaching knowledge and how it is acquired over the years, the author conceptualizes teaching knowledge as a teacher's subjective understanding of teaching in nature. Teachers construct and reconstruct it continuously as they situate their teaching practices, contexts, and situations. Additionally, it is associated with their emotional, ethical, political, and social understanding of self, students, teaching, and learning. With these conclusions as a base, Wang proposes the curriculum and strategies of teacher learning central to developing teaching knowledge aligned with its nature and characteristics.

Establishing appropriate indicators is central to effective program evaluation and review in higher education institutions (Madani, 2019; Nawai & Rahmat, 2019). Quality review of teacher education programs could also motivate the effective improvement of teacher preparation in education institutions (Boyd, Goldhaber, Lankford, & Wyckoff, 2007; Henry, Kershaw, Zulli, & Smith, 2012). Using program review documents from a special education department at a Chinese university, Chan and Jiang investigate the strategies that the department uses to achieve the accountability goals established by the university for preparing special education teachers. They demonstrate that the department faculty and staff developed practical plans to ensure their program quality to meet the university goals. They also found that the department performed exceedingly well in preparing special education teachers to achieve the university accountability goals in terms of their academic development, research and knowledge transfer, and management and infrastructure.

Peer networks presumably play an important role in supporting preservice teachers' learning to teach effectively in their programs (Cornu, 2005; McGarr, McCormack, & Comerford, 2019). However, their peer network can be face-to-face, hybrid, and online, which exerts different impacts on preservice teachers' learning to teach processes and outcomes (Kiviniemi, Tynjälä, Heikkinen, & Martin, 2021; Paris, Boston, & Morris, 2015; Vásquez-Colina, Russo, Lieberman, & Morris, 2017). Drawing on third-generation cultural-historical activity theory, Holyoke, Wetzell, Dunham,

Alexander, Collins, and Hills examine the effects of network support among teacher candidates on the quality of preservice teachers' learning to teach in a teacher preparation program. The network support included direct and indirect activity interaction systems. The study showed that preservice teachers' learning to teach in two networks shared contradictions. The theory-practice divide, alongside the implementation of equity supports, resulted from teacher candidates' navigation in the different networks and the transition to distance learning across contexts during COVID-19.

Teachers' effective use of various assessments plays an important role in shaping the quality of students learning attitudes, behaviors, and outcomes (Darling-Hammond, 2015; Wiliam, Lee, Harrison, & Black, 2004). In contrast, how teachers use assessments in teaching can also be influenced by the cultural values teachers hold and the contexts of teaching in which their practice are situated (DeLuca, Rickey, & Coombs, 2021; Fulmer, Tan, & Lee, 2019; Kennedy, 2016). Wang, Hancock, Shieh, and Hachen examined the similarities and differences between various teacher assessments used in the classrooms of Taiwan and US classrooms from the student perspective. Based on the analysis of survey responses from 349 students from Taiwan and 97 students in the United States, the study showed no statistically significant difference in teachers' use of assessment forms, such as self-assessment, peer assessment, and teacher assessment, used in the classrooms of Taiwan and the U.S. However, teachers in the Taiwan classroom were more Kiely than their U.S. counterparts in using all forms of assessments and content assessments focusing on cognition, skill, and attitude. Additionally, teachers in Taiwan used attendance, class participation, homework, oral presentations, reading reports, and quizzes more often, whereas U.S. teachers used learning diaries, essays, displays, and projects more often.

We thank the careful, critical, and hard work of all the reviewers for their thorough and constructive suggestions and comments. Hopefully, these articles will help enrich your understanding of teacher knowledge, program review, peer networks, and different assessments used in teacher learning and teaching at both preservice and inservice learning. They will also be informative for you to examine similar issues deeply, extensively, and continuously. Finally, we sincerely encourage all the Chinese American Educational Research and Development Association members, other professional researchers, and practitioners to contribute to the *Educational Research & Development Journal*. These contributions will make the journal a high-quality outlet for enriching our understanding of various professional education issues.

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