

Understanding Self- and Peer-Motivated and Regulated Learning, Teaching, and Teacher Learning Conceptually and Empirically

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Welcome to the Fall 2022 Issue of Volume 25 of the *Educational Research and Development Journal*. We present four articles in this issue that address various aspects of self- and peer-motivated and regulated learning, teaching, and teacher learning conceptually and empirically.

Spirituality is a priority part of educational processes, which presumably affects our collective understanding of and solutions to various social and emotional problems that we encounter in the contemporary world (Baltabayeva & Kodirova, 2022). In her position article, Wang used her schooling experience as a springboard to review the development of spiritual education drawing on both western and eastern educational philosophic literature. With this review as a base, she conceptualized spiritual education as developing a sense of self, transcendence, and attunement. She discussed how learning, curriculum, and instruction in contemporary school systems could be impacted positively and negatively when spirituality education with these constructs is present or absent.

Students' self- and peer-assessments of their group work are central to improving their critical, collaborative, and appreciative competencies, which are increasingly used in the K–12 teaching context (Rohmah, Priyatni, & Suwignyo, 2021). By analyzing self- and peer-assessment data from a group of sixth graders, Zhang and Jackson examined the feasibility of utilizing self- and peer-assessments in grading group projects. They revealed that participants enjoyed doing group projects and preferred working with friends and others at their levels. However, the self- and peer-ratings had limited value in grading group projects for understanding the achievement level of students as they often inflated their contribution to group projects.

Teacher educators self-examining their pedagogical practices is essential to improving their teaching practices in teacher education programs (Kim, Wee, & Meacham, 2021). In the self-study, Chen, Fletcher, Castagno-Dysart, Popp, Rose, and Holyoke from different teacher education institutions examined how they learned to use culturally sustaining pedagogy actively, critically, and in a situated manner. Drawing on multiple cycles of their weekly journals, critical feedback to each other, field notes, and audio-recorded virtual meetings, they demonstrated that their cycles of (re)conceptualizations of their pedagogical practices collaboratively, critically, and actively helped build a communal responsibility among themselves, a deep-seated commitment to the success of all group members and thus, positively shaped their learning to use culturally sustained pedagogical practices in different teacher education contexts.

Developing teacher professional learning community has been seen as central to supporting teachers to learn to teach collaboratively, effectively, and continuously in their school contexts (Admiraal, Schenke, De Jong, Emmelot, & Sligte, 2021). In the last article of this issue, He, Ouyang, and Zhang examined the impacts of an online professional learning community among a small group of Kindergarten Chinese teachers in Chinese language programs in the United States on the development of their human, social, and decisional capitals, and instructional practices. The study showed that the online teacher professional learning community at the same grade level and in similar instructional contexts positively impacted participants' social and decisional capital development for teaching beyond individual learning. It helped develop their

meaningful collaboration with other teachers working at the same grade level and in similar instructional contexts. It improved their decisions to integrate instructional technology and formative assessments in their teaching.

We would like to thank all of the reviewers for their thorough and constructive suggestions and comments, which made this issue possible. We hope these articles will enrich your thinking and understanding about the issue related to self- and peer-motivated and regulated learning, teaching, and teacher learning conceptually and empirically. Thus, they are 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 surely make the journal a high-quality outlet for enriching our understanding of various professional education issues.

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