

**RESEARCH PAPER****Recent Trends in Teacher Education with a Global Perspective: A Literature Survey****Raj Kumar Pal and Nil Ratan Roy**

Dept. of Education, Tezpur University

Email: [rajkpal112@gmail.com](mailto:rajkpal112@gmail.com)Received: 13<sup>th</sup> March 2019, Revised: 25<sup>th</sup> March 2019, Accepted: 30<sup>th</sup> March 2019**ABSTRACT**

*In this era of globalization, teaching is becoming increasingly challenging and complex due to the increased rigor of the standards set for all students to reach and the level of thinking. Hence, to maintain parity with the changing needs of the 21<sup>st</sup> century learners, teacher preparation programmes are in need of innovation. With this background, the present article focuses on certain innovative pedagogies and practices those are needed to be practiced by the prospective teachers to cater the need of the hour. The article also suggests the means of channeling teacher behavior towards using active teaching methods in making education meaningful, ways of introducing Practice-based pedagogy and inquiry-based pedagogy to foster experiential learning and using culturally responsive pedagogy in multicultural classroom via meeting diverse needs of the learners. Besides, the author also discuss about the innovative practices like, Self-monitoring: observing one's own behavior, recording those observations, and analyzing those data to make decisions regarding how to improve one's performance, Professional collaboration: initiating this school-university partnership as teacher learning communities are emerging as a promising approach in enhancement of teaching and learning of the pupil-teachers, Co-teaching: educators work together to plan, organize, instruct and make assessments on the same group of students, sharing the same classroom. Apart from these, teacher preparation programs must incorporate dispositions to ensure holistic teacher education. Teacher education programs to emulate the process and pursue better understanding of teacher dispositions. Mentoring teachers during the induction years has long been recognized as a powerful means to support and accommodate new teachers to the profession. Teachers need support to address these challenges and implement STEM which is evolving as a discipline and includes challenging educational practices. A peer instruction program for teacher education may effectively promote changes in teachers' pedagogical practices. Together and individually with the mediation of a more experienced peer, they might systematically think and reflect about their actions and roles as teachers. Again, situated learning as a means to support teachers make the expected pedagogic shift as envisaged through the teacher education reform effort in India. The present article is based on literature survey, with the objectives: 1. To identify the innovations in teacher preparation in the context of present era, 2. To suggest the way of implementation of the innovations, and 3. To address the plausible challenges towards introduction of those innovation in teacher preparation. The suggestions regarding the means of implementation of the proposed innovations contribute to the uniqueness of the study.*

**Key words:** *Inquiry-based pedagogy, STEM, Professional collaboration, Recent Trends, Teacher Education, Global Perspective*

**INTRODUCTION**

Situated within an international dialogue that has called for more clinical experience in the preparation of novice teachers (Darling-Hammond, 2006; Davies et al., 2015; NCATE, 2010; 2013; Zeichner, 2010 as cited in Peercy and Troyan, 2017), recent scholarship in teacher education asserts the importance of providing novice teachers with "experiences of teaching," (Berry & Loughran, 2002:15 as cited in Peercy and Troyan, 2017). Despite a growing body of literature that focuses on the work of teacher educators, we know little about how they experience the growing demands to make practice more central to the work of teacher education (for exceptions see Berry & Loughran, 2002; Loughran & Berry, 2005 as cited in Peercy and Troyan, 2017). It is within teacher educators' work of engaging in a sustained focus on practice and developing new epistemological and practical ways of being that this study is situated.

### ACTIVE TEACHING METHODS IN TEACHER PREPARATION

Teachers require further professional development to enhance their skills, education on the benefits of physical activity for their students, action planning, lesson plans and resources to enable them to teach using physically active teaching methods.

What needs to change?

- Professional development/training needs to be provided to teachers
- Development of action plans/goal Setting
- Teachers must plan to use physically active methods and develop a habit of using them.
- Believe in the benefits of physically active methods by teachers (information sessions)
- Teachers must want to increase physical activity levels.
- Provision of integrated lesson plans and resources
- Use of physically active methods with large groups of children even in classrooms with space constraints
- Provision of resources

Three main factors which contribute to teachers adopting the practice: 1) the need for classroom control, 2) a preference for breaks with connections to academic content, and 3) the importance of implementation ease and student enjoyment.

Limitation: the classroom to increase children's physical activity levels without interrupting academic teaching time, the use of a convenience sample of only one classroom and one classroom teacher is a limitation.

### SELF-MONITORING OF BEHAVIORAL PRACTICES OF PROSPECTIVE TEACHERS

Self-monitoring allows teachers to more accurately evaluate and refine their instructional practices (Wright, Ellis, & Baxter, 2012 as cited in Rispoli, Zaini, Mason, Brodhead, Burke and Gregori, 2017). Further, research has shown that teachers who self-monitor may improve not only their teaching practices, but also student outcomes.

Behaviour interventions: Student self-monitoring, differential reinforcement, peer tutoring, Student use of augmentative and alternative communication to request items, people, or activities, Classroom management practices to be used during instruction, Individualized behavior intervention plans that consisted of environmental modification, replacement behavior training, and response strategies.

Behaviour Indicators:

#### ➤ **Context and setting:**

To meet this category, the studies have to provide adequate information regarding the context or setting (e.g., geographic location, type of program, physical layout, participants' socioeconomic status). If insufficient information or general descriptions were provided (e.g., only the type of the program and how many hours the participant spent in the program each day) this category was scored as not meeting quality indicator.

#### ➤ **Participants:**

This category was divided into two sub-indicators: (a) describing teacher participant demographics and (b) describing student participant disability or risk status. To meet the criteria for participants' demographics, the study must have described teachers' demographics such as ethnicity, qualifications, and years of experience. Studies that did not meet this sub-indicator provided insufficient information about the participant demographics such as the teachers' ethnicity, students' age and disability status only..

#### ➤ **Intervention Agent:**

This category was divided into two sub-indicator: (a) describing the role of the intervention agent and (b) describing the intervention agent's training or qualification required to implement the intervention. To meet the first sub-indicator, the study must have included sufficient information regarding the instructor implementing the self-monitoring training and/or feedback, such as instructor's years of experience or relevant qualifications.

### DESCRIPTION OF PRACTICE

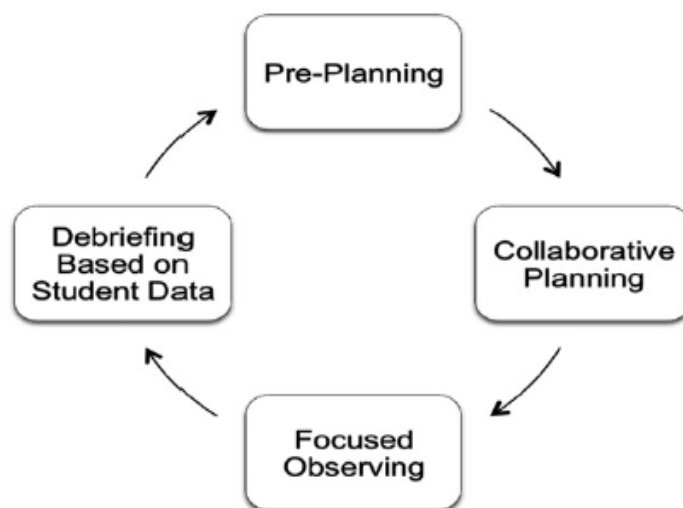
This category was divided into two sub-indicators: (a) describing detailed intervention procedures and the interventionist actions and (b) describing materials if used in the study. To meet the first sub-indicator, the study must have described in details how the intervention was used (e.g., components of selfmonitoring).

### 3. PROFESSIONAL COLLABORATION IN INTERNSHIP PROGRAMME

**A.** prospective teacher-school teacher partnership

**B.** co-operation among students in classroom

What most teachers experienced as learners. Their own experiences as learners influence their 1) images of the role of the teacher and learner, 2) view of how one acquires knowledge, and 3) perception of the habits of mind one uses while engaging with content, all of which influence their subsequent instructional practice (Cohen & Ball, 1990; Shulman & Shulman, 2004 as cited in Rigelman and Ruben, 2012). Triad model: enhancing teaching through partnership we believe engaging in common professional learning provides opportunities to continually refine instructional practice. It was our belief that triad participants would a) share interest in meeting the individual needs of their assigned students; b) hold a collaborative stance where each team member contributed to learning how to teach in ways that elicited student thinking to further learning; and c) coplan, coteach, and then collectively and individually reflect on the efficacy of their work.



**Fig. 2:** Collaborative Lesson Planning Cycle (Fernandez, 2005; Watanabe, 2002 as cited in Rigelman and Ruben, 2012)

### 4. CO-TEACHING: FROM 'SOLO TEACHING' TO A BLENDED EXPERIENCE

Teachers' professional learning is known to be based on active learning, reflective thinking, and collective participation (Darling-Hammond & Richardson, 2009; Desimone, 2009 as cited in Rytivaara and Kershner, 2012).

Co-teaching implementation continuum categories:

➤ **Traditional Student Teaching:**

- i. Planning primarily done individually (either the pre-service teacher or the cooperating teacher took the lead)
- ii. Co-instructional strategies primarily used included one teach/one observe and one teach/one assist in addition to solo time
- iii. Pre-service teacher received feedback on his/her teaching from the cooperating teacher

➤ **Blended Experience: Co-teaching Guidance Needed:**

- i. Planning, instructing, and assessing occurred individually and in collaboration with the cooperating teacher

- ii. Co-instructional strategies primarily used included one teach/one observe, one teach/one assist, and team teaching
  - iii. Pre-service teacher received feedback on his/her teaching from the cooperating teacher
- **Forward Momentum: Lessons Learned:**
- i. Co-teachers implemented various approaches to coplanning, co-instructing, and co-assessing
  - ii. Co-teachers were strategic with when to implement coteaching and when to implement solo time
  - iii. Co-teachers reflected on lessons collaboratively, moving beyond feedback on just the pre-service teacher's practice.

### **MENTORING: AN INNOVATIVE WAY OF INDUCTION OF PRE-SERVICE TEACHERS**

Using video, teachers tend to talk in a more focused, in-depth and analytical manner about specific issues related to teaching and learning (Borko, Jacobs, Eiteljorg, & Pittman, 2008; Coles, 2013 as cited in Hoynes, Klemp and Nilssen, 2019).

Video-viewing in this way seems to help novice teachers examine their ability to facilitate discussions by slowing down the fast pace of classroom life so that different aspects of the classroom dialogue can be analysed. The student teachers are mentored before and after they are teaching, hereafter called pre- and post-lesson mentoring.

Transferred to student teaching, the student teacher must be able to understand each pupil's utterances and tune her responses to fit with the pupil's understanding. But if the whole class dialogue is to be defined as productive, the communication between the student teacher and all the pupils involved must be effective. Challenges: Hobson and Malderez (2013 as cited in Bressman, Winter and Efron, 2018) warn of the undesirable impact that evaluative forms of mentoring may have on the professional growth of teachers; they apply the term 'judgementoring' to describe the harmful consequences of merging the roles of evaluator and mentor.

Change happens when teachers develop a trusting relationship with a mentor and know the mentor is there to help them improve, not formally evaluate them (Efron *et al.*, 2013 as cited in Bressman, Winter and Efron, 2018).

### **RESHAPING THE EXPERIENCES OF PRE-SERVICE TEACHERS**

Until now, there has, however, been little research on how these new approaches are working as part of teacher education and how they are experienced by the student teachers. The model promotes a cycle of events involving observation, planning and reflection through which student teachers learn from experienced practitioners to become inducted into classroom teaching. Through this model, Skinner shows how the situated learning perspective constructs theory and practice in teacher education as co-constitutive. Both are shaped by the participation of experienced and novice practitioners in the learning cycle.

Three interrelated assumptions that underlie collaborative, contextual perspectives on learning. The first is that learning is situated in particular social and physical contexts. This implies that the contexts and processes of learning are central to what is learned and knowledge is contextual. These strategies sought to encourage the two substantive areas of change to teacher practice: developing new pedagogic strategies which would shift the focus from rote-learning to active processes of meaning-making; and building an inclusive, participatory environment in schools

### **DEVELOPING SUSTAINABLE COMPETENCY THROUGH TEACHER EDUCATION**

The role of school teachers in bringing about change to the curriculum, the question needs to be answered of what sort of knowledge and abilities teachers need to acquire in order to become active change agents and what role teacher education can play in contributing to the development of these competencies. Ability to recognize conflicts of goals and interests of agents in a field relevant to ESD, and the knowledge and ability to constructively cope with them- Knowledge of participative processes and process steps- Ability to choose possible teaching topics and to evaluate their aptitude for ESD regarding their economic, ecological, social and cultural design as well as their relevance for sustainability- Ability to develop and provide efficient learning opportunities concerning the qualification for participation The challenge of designing a learning

environment that supports competence development is to create a context that encourages students to engage deeply in meaningful learning and to do so in a self-regulated and self-directed manner (Barth *et al.*, 2007 as cited in Burgener and Barth, 2018).

Challenges: When a meaningful context has been found that engages students in the learning process, the major remaining challenge will be to maintain a support system throughout the students' activities in the learning environment. Students need to be provided with a whole range of different measures in a variety of different situations.

#### REFERENCES

1. Akiba M., Murata A., Howard C.C. and Wilkinson B. (2019): Lesson study design features for supporting collaborative teacher learning, *Teaching and Teacher Education*, 77, 352-365. doi:10.1016/j.tate.2018.10.012
2. Hoynes S., Klemp T. and Nilssen V. (2019): Mentoring prospective mathematics teachers as conductors of whole class dialogues- Using video as a tool, *Teaching and Teacher Education*, 77: 287-298.
3. Kemmis S., Heikkinen H.L.T., Fransson G., Aspfors J. and Edwards-Groves C. (2014): Mentoring of new teachers as a contested practice: Supervision, support and collaborative self-development, *Teaching and Teacher Education*, 43: 154-164.
4. Pimthong P. and Williams J. (2018): Pre-service teachers' understanding of STEM education, *Kasetsart Journal of Social Sciences*, xxx, 1-7. Retrieved from <https://doi.org/10.1016/j.kjss.2018.07.017>

**How to cite this article:**

**Pal R.K. and Roy N.R. (2019): Recent Trends in Teacher Education with a Global Perspective: A Literature Survey. *Annals of Education*, Vol. 5[1]: March, 2019: 63-67.**