

Teacher Education in an Evolving and Shifting Balance with Comparative and International Education

Florin D. Salajan

North Dakota State University, USA

tavis d. jules

Loyola University Chicago, USA

Charl Wolhuter

North-West University, South Africa

A Brief Overview of Teacher Education in the CIE Literature

Interest in teacher education examined from comparative and international perspectives has gradually increased over the past two to three decades, with literature in this domain expanding rapidly in recent years. Hence, a series of high-profile manuscripts have provided extensive descriptive accounts of teacher education systems around the globe. For instance, the two iterations of the multivolume *International Handbook of Teacher Education Worldwide* (Karras and Wolhuter 2010; 2019) combined, cover virtually every country's teacher education system, complete with contextual historical and social development, as well as geographic and demographic details about the countries involved. More importantly, these works contextualize the description of national teacher education systems in policy frameworks, curricular structures, degree programs, in-service professional development opportunities, financing of teacher education, access to university-based teacher preparation programs or the challenges facing teacher education in the individual countries presented.

A similar undertaking is that offered by Loughran and Hamilton (2016), whose handbook presents a more restricted, but no less important survey of teacher education in various national contexts, compartmentalized in thematic units ranging from history and structure to pedagogy, reform efforts, policy and curriculum in teacher education. Similarly, in Darling-Hammond and Lieberman's (2012) shorter examination of teacher education around the world, a number of authors showcase evolving policies and practices in teacher education in a select group of countries. In parallel, the contributors offer contrasting descriptions of teacher education in national contexts on such varied themes as curriculum development, practicum redesign or professional development. More recently, Tatto and Menter (2019) compiled a convincing cross-national study on teacher education policy and practice, in an edited volume drawing on theoretical and empirical evidence underlining the historical evolution, institutional change and knowledge traditions related to the preparation of teachers in twelve countries spanning four continents. Offering insight into alternative teacher preparation approaches, Thomas, Rauschenberger and Crawford-Garrett (2020) have contributed to the growing interest on international perspectives in teacher education with a compelling collection of chapters on the rise and application of Teach For All models in various national settings.

Inevitably, teacher education cannot easily be dissociated from studying the teaching profession in itself. Therefore, bridging the worlds of teacher education and teaching as a profession in comparative and international perspective has been the focus of a number of select publications in recent years. In two editions of their book titled *Comparative and International Education: Issues for Teachers*, Mundy et al. (2008) and Bickmore et al. (2017) explore aspects of teaching, including cross-cultural pedagogy, assessment, school

improvement, gender issues, indigenous ways of knowing or global citizenship examined in cross-national or cross-regional settings. These themes are elegantly framed within the historical, theoretical and philosophical development of comparative and international education. Similarly, Kubow and Fossum (2007) proceed with their international exploration of issues in education by constructing a thorough explanatory framework binding the multitude of theories informing comparative education, then carefully applying it to examine those issues in comparative perspective. In this endeavor, they approach matters ranging from purposes of schooling, educational access, and educational accountability to teacher professionalism and the impact of globalization in education, devoting significant attention to teacher education in different regions of the world. Finally, in his edited volume, Ginsburg (2012) brings together a variety of scholars examining the policies informing professional development and professionalization of teachers, as well as the extensions of these demands into teacher education through both single-country case studies and comparative cross-national studies.

The scholarship briefly showcased above underscores the critical role teaching, in general, and teacher education, in particular, have played in comparative studies of education over time. Moreover, they underline the necessity to reinforce teacher education as one of the pillars of research in comparative and international education (CIE), as new and unpredictable challenges to education driven by multiple human and non-human vectors arise around the world, which require the development of “global consciousness” (Takayama, Kettle, Heimans and Biesta 2021: 143) in teacher education programming. Against this background, this volume seeks to offer novel examinations of teacher education around the globe, rooted in and informing evolving epistemological and methodological conceptions of comparative and international education. In this sense, the thematic diversity in teacher education offers a solid foundation for comparative and international analyses that interrogates the conventional act of comparison and delves into critical questions on the intersection between these (sub)fields of education. The fundamental focus of the volume is to interrogate the place of teacher education or preparation, broadly defined, within comparative and international education and the ways in which the former both shapes and is shaped by conceptualizations of the latter, particularly in an era of socio-cultural upheavals, politico-economic transformations, and climate or health crises affecting the human and natural world, a theme to which we return below.

An Uneasy Tension between CIE and Teacher Education: Trends and Patterns

The considerable attention given to teacher education in comparative and international contexts, as evidenced by the selection of works described above, would suggest an enduring natural scholarly synergy between teacher education and CIE. To some extent it may be argued that this is an accurate assertion, although it is useful to note here that arguments against and for the inclusion of teacher education in CIE have been formulated over time. For example, Borrowman (1975) asserted that teacher education represented an intellectual liability for CIE and, therefore, argued against its inclusion in the latter out of concern that doing so would dilute the creativity, imagination, rigor and appeal of CIE as a scholarly field of inquiry. In their immediate rebuttal of Borrowman’s premise, Kazamias (1975) and Noah (1975) vigorously defended the contribution and enrichment teacher education brings to CIE. Similarly, by way of an illustrative curricular example, Altbach (1991) later highlighted the success of a teacher education project at Teachers College, Columbia University to reinvigorate the CIE program at that institution and the promise this held for the field at large.

Conversely, in the initial decades of the CIE’s development as a field, comparative education constituted an integral part of teacher education programs and curricula in various

national contexts (Kubow and Fossum 2007; Mingyuan and Qin 2008). However, by the 1970s and 1980s along with a gradual contraction of comparative education programs in schools of education, particularly in North America and parts of Europe, comparative education courses were being eliminated from teacher education programs (O’Sullivan 2008). This coincided with the “practical turn” in teacher education (Crossley and Watson 2009) in the context of contested policy and political approaches to defining teaching quality and pressures exerted on performativity in teaching and teacher education. Thus, given an increased emphasis on inculcating practical skills and knowledge in pre- and in-service teachers, as well as the move towards a narrower focus on teaching accountability, learning assessment and outcomes-based performance, comparative education courses were deemed non-essential to the pedagogical and content knowledge skills a teacher should possess. Intriguingly, the drift away from CIE in teacher education occurred in the context of the intense scrutiny teacher qualifications, teacher and teaching quality, teaching effectiveness and learning assessment received in an international context, as policy makers developed a fixation with successful teacher education models in other countries (Steiner-Khamsi 2015). Consequently, there was a surge in demand and interest for research attempting to explain what factors distinguished highly performing national teacher education systems, such as the now notorious Finnish or Singaporean approaches, from those that seemed to struggle. This interest continues unabated to this day, as policy makers seek to implement teaching and teacher education reforms in a context of global competition and recognition of excellence.

However, the apparent mutual curricular exclusion, juxtaposed on the rather prolific comparative research in teacher education yields an uneasy tension between teacher education and CIE. This tension persists to this day and manifests itself not only on the scholarly terrain, but especially in the formal professional and organizational interactions between the two fields. As an example, among the 45 members of the World Council of Comparative Education Societies, only two explicitly highlight teacher education as a permanent theme. Only one member, the Comparative and International Education Society (CIES), has in its organizational structure a special interest group devoted exclusively to teacher education and the teaching profession. Certainly, this limited professional representation of teacher education within CIE does not preclude scholars from pursuing comparative research in teacher education, but it can be presumed that a closer strategic reengagement between the two fields may galvanize initiatives in reinvigorating the presence of CIE in teacher education. In fact, a recent shift in teacher education aimed at instilling in teachers-to-be an acknowledgment of interconnections in and an awareness a globalized world may be propitious for reenergizing an interest for CIE in teacher education. Notwithstanding the, often, declarative interest in infusing teacher education programs with a global citizenship education component, progress remains tentative at the moment. Nonetheless, this renewed interest in embedding global competences in teacher education present an opening for a closer reconsideration and reworking of CIE courses into teacher education (Aydarova and Marquardt 2016; Kubow and Blosser 2016).

In an era marked by profound social convulsions, inequalities and inequities, demographic shifts, economic migration, population dislocation and displacement, a rise in ethno-nationalism, a return of autocratic regimes, the educational needs of individuals become indubitably more complex and urgent. It is teachers and teachers-to-be who will be in the front lines addressing these educational needs and, therefore, their contextual and comparative understanding of learners in a global context will be paramount. Given these considerations at the intersection of CIE and teacher education, one core question that frames the volume is to what extent are teaching and teacher education in its many forms (e.g., pre-service, in-service, alternative models, etc.) influenced by current transformation and how does CIE respond to the necessity of developing better understandings of teacher education at

the nexus of policy, practice and research? In what ways can comparative and international education support a rethinking of teacher education in the wake of the social movements for equity, justice and civil liberties with ramifications for the education profession around the world? Furthermore, how can teacher education studies generate creative pathways for a more genuine integration of comparative and international perspectives in pre-service and in-service teaching? In what authentic ways can teacher education draw on comparative studies to redress systemic institutional racism in and decolonize curricula in teacher preparation programs? What is the role of contemporary teacher education as a device for educative solutions in times of unparalleled global natural and human crises? These are just some of the driving questions that seek to open a broader conversation of the twin roles of teacher education and comparative and international education in our manifestly uncertain age.

Comparative Research Trends in Teacher Education

In this context, the research literature on teacher education from comparative perspective finds its vibrancy primarily in cross-national comparisons of teacher education, albeit typically involving small-scale studies on a limited number of countries (Mayer and Oancea 2021), published in referenced journals. Nonetheless, the proliferation of studies in this regard is underscored by the increasing number of studies in comparative and international education publication outlets. As an illustration, our recent general search for *teacher education* in the three premier scholarly journals in CIE elicited 3,548 results in the *Comparative Education Review*, 1,723 results in *Comparative Education* and 1,681 results in *Compare: A Journal of Comparative and International Education*. However, comparative studies in teacher education are not limited to these venues, and numerous other articles have appeared in reputable journal specializing in teacher education, such as the *Journal of Teacher Education*, *European Journal of Teacher Education*, *Asia-Pacific Journal of Teacher Education* or the *African Journal of Teacher Education*.

Some of the more recent comparative studies examined a range of issues in teacher education including: overall curricular structures (Salajan, Duffield, Glava and Glava 2016); professional development needs (Czerniawski, Guberman and MacPhail 2017); policy convergence on the relationship between tacit and scientific knowledge of pre-service teachers (Beach and Bagley 2013); closer linkages between teacher preparation and practice (Jense, Klette and Hammerness 2018); the role of ethics education in teacher training (Maxwell et al. 2016); and, again, the rise of Teach for All approaches of teacher training (Straubhaar 2020). Notwithstanding this ascending trend in international comparative studies on teacher education, their scope has been scrutinized and critiqued over time, primarily on their deficiencies in theoretical and methodological approaches (Tatto and Menter 2019; Tatto 2021), their frequent attempts to generalize findings and the superficial consideration given to socio-cultural or historical contexts in drawing inferences from the comparative analyses of the cross-country settings involved (Adamson 2012; Afdal 2019).

Teacher education shares with CIE a rather eclectic approach to theoretical foundations and conceptualizations. However, where the two fields part ways is the dominant focus in teacher education with, among others, teacher quality, accountability, learning assessment, teacher education program effectiveness or professionalization of teacher education. This constrains teacher education research to a narrower scope than CIE at large, given that the theoretical frameworks informing teacher education studies understandably draw primarily on educational psychology, cognitive and constructivist learning theories (Beck and Kosnik 2012), organizational or institutional theories (Grossman and McDonald 2008), as well as more utilitarian conceptual frameworks rooted in reflective practice (Schön 1992; Thorsen and DeVore 2013). In turn, these epistemological orientations are further

extended to some degree into comparative research approaches to teacher education in international, cross-national or cross-cultural contexts. Yet, the increasing pressures and challenges of globalization, as a socio-economic phenomenon and conceptual framework, drive policy formulation and the organization of teacher education (Apple 2011) as global comparisons and league tables increasingly inform policymakers choices on structuring teacher education requirements. These trends continue to channel comparativist researchers' attention in teacher education to commonalities and differences in curricular structures among teacher education programs (Vong, Hu and Xia 2015), to the theory-practice divide in initial teacher education and its ramification for curricular design, policy and practice embedded in socio-cultural contexts (Flores 2017), or to the contrasts in the pedagogical content knowledge teacher candidates receive across national settings (König, Blömeke, Paine, Schmidt and Hsieh 2011).

It is plausible that comparative research in teacher education along these theoretical and epistemological lines will continue, particularly as the interconnected global transformations and crises alluded to above gather pace. Nonetheless, it is worth contemplating theoretical paradigms making inroads into CIE to inform comparative teacher education research that go beyond determining linear causalities within and among teacher education systems. For example, Cochran-Smith, Ell, Ludlow, Grudnoff and Aitken (2014) postulated that complexity theory may offer more nuanced explications of interactions and connectedness among various individual, institutional and structural components of teacher education systems. As such, these tend to be complex in nature and in a constant state of disequilibrium, precluding reductionist approaches to identifying discrete, unidimensional explanatory factors in contrasting teacher education systems. This premise can be transposed to comparative examinations of teacher education in international perspective, particularly as the complexity of these systems is magnified at that level. Similarly, Stylianou and Zembylas (2019) have argued for the use of critical realism in explaining the interrelations between individual and institutional actors in teacher education, viewing it as a mechanism divided into ontological and scalar "laminated systems" (422), each hierarchically embedded in "various levels of reality" (423). Applying this lens to comparative teacher education research may reveal the co-dependencies among structural components of teacher education systems, particularly visualized and contextualized in international or cross-national environments.

Beyond these paradigms, the field of Comparative and International Education is currently a hive of novel and innovative theoretical and conceptual frameworks. The rise of the Global South in times of an emerging multipolar world, and in increasingly multicultural societies in both Global North and Global South, with the move towards peaceful co-existence running regularly into obstacles (political populism, xenophobia, interracial conflict, to name but three types of obstacles), post-colonialism, decolonialism and critical race theories have made a forceful surge to prominence in the social sciences in general, and also in CIE in particular. Evidence of this include Cortina's (2019) CIES Presidential Address on "Contesting coloniality: Rethinking knowledge production and circulation in comparative and international education," Walker et al.'s (2021) proposed special issue in the same journal on "Black Lives Matter: Global struggles for racial justice," and Vickers's (2020) recent article taking a critical look at the calls for decolonialization very rife in the field.

Similarly, world culture theory and neo-institutionalism have been prominent in the field for quite some time, with scholars such as Stanford comparativists John Meyer, F.O. Ramirez, and John Boli being some of their most prominent promoters and protagonists. These theories argue that the worldwide education expansion project which has taken the Global South by force the past sixty years, and the global isomorphism in education, have been the result not of the education needs of the Global South, but of its global legitimization

and popularity emanating from the power of the Global North (see Meyer, Boli & Ramirez, 1985).

The neo-liberal economic revolution has made its effect felt in education practice over the past thirty years, in the form of the profit-motive, efficiency, quality control, performativity and performance appraisal, undercutting the professional status and discretion of the teacher. In addition, the international test series and global university ranking movements (both of which themselves are a result of the neo-liberal economic revolution), have resulted in what Sahlberg (2016) calls and criticizes as the Global Education Reform Movement (GERM), a school-effectiveness and evidence-based policy movement. Critiques of these movements are popular among scholars in the CIE field and have been the subject of numerous publications in recent years. One of the discontents with the neo-liberal economic revolution, despite its impressive achievements in terms of global economic growth in the aggregate, has been the widening of inequalities (Piketty 2020). This trend has lent more urgency and credibility to the narrative of social justice in the field, which connects to one of its fountain-heads the Father of Comparative and International Education, Marc-Antoine Jullien's vision of the ameliorative potential of the field, for education for a better world (Wolhuter 2017).

Moreover, the creed of human rights has become the moral code of the new global order. Education for human rights is the education flipside of the moral compass. The United Nations declared the 10-year period from 1995 to 2004 as the United Nations Decade for Human Rights Education and, at the end of the decade, in December 2004, the General Assembly of the United Nations launched the World Program for Human Rights Education "as a global initiative." CIE, at least in its organized form, with 45 societies constituting the WCCES, is strongly attached to the United Nations Educational, Cultural and Scientific Organization (UNESCO). For this reason, amongst many others, human rights education, in its many facets, has come to the fore in the field as well.

Finally, in an age of a continuously evolving knowledge economy, and where in which education is increasingly called upon to equip nations for global competitiveness in a "flat world" (to use Thomas Friedman's term), capability theory (as defined by Amartya Sen 1999 and Martha Nussbaum 2000) has gained traction in CIE (for example see Grigorenko 2019; Sakata 2021; Algraini 2021). Thus, the field of Comparative and International Education is vibrant with a multitude of thought-provoking theoretical frameworks. These have implications for teacher education (both as a field of study and for the practice of teacher education). The well-known Heyneman-Loxley effect (law may be too strong a term to use), countering the defeatist frameworks of socio-economic reproduction, contends that in lower income countries and areas the effect of schooling in the achievement and life-chances of students are greater than the effect of family background (Heyneman 2015), thus reversing the pattern in higher income regions and countries. One of the constituent factors of the quality of the school is the level and quality of teacher education. In the rising Global South this lends new value to teacher education.

Structure and Content of this Volume

This volume is divided into four parts. The introductory part consists of the current chapter providing the broader framing narrative informing the chapters included in the volume. Part II ventures into relatively new territory in comparative research on teacher education, with contributors opening discussions on the relevance of heretofore underutilized or underrepresented theoretical or conceptual framework that can reshape understandings of teacher education in comparative perspective. These also open new vistas for a reconsideration of the connective role these epistemological positions play in more closely

binding CIE and teacher education research. Part III is dedicated to investigations of global trends and issues in teacher education from a comparative perspective, ranging from internationalization efforts and global citizenship education to regional teacher education politics or professional identity formation in various geographical settings. Finally, in Part IV, the collection of contributions focuses on current global challenges related to pressing issues impinging on teaching and teacher education. Placing their investigation at the nexus of CIE and teacher education, the contributors in this section problematize the critical role the provision of social justice education and teacher education during disruptive events, such as worldwide pandemics or protracted conflicts, play in reshaping our understanding of the impact these global phenomena have on the interconnectedness between CIE and teacher education.

In the opening chapter of Part II, Yenny Hinostroza-Paredes employs a critical realist approach to interrogate the way in which global scripts codifying prescriptive norms for teacher educators' career development are diffused at local levels. Using abduction and retroduction as analytical tools under this still emerging paradigm in CIE, Hinostroza-Paredes examines the agency teacher educators develop in navigating and translating these normative expectations informed by new managerialism, academic capitalism and education marketization in a comparative context setting involving Chilean and Finnish higher education institutions. She then applies a glonacal agency heuristics lens to delve into the avenues by which global agendas infiltrate local ideologies for teacher education in these two higher education systems. Hinostroza-Paredes concludes by drawing attention to the possibilities a critical realist paradigm opens in CIE for placing the "causal power of human agency" in comparative research on teacher education.

In the following chapter, Elena Aydarova compares recent teacher education policy reforms in Russia and the United States of America. While research in comparative and international education (CIE) has largely followed rationalist frames, rarely departing from (post)positivist assumptions of linearity, causality, and visibility of observable effects, Aydarova focuses on the connection between teacher education reforms, participation of external actors in reform processes, and a broader political project of a conservative cultural change. Drawing on ten year's anthropological research (ethnographic research cum textual analysis), she highlights the role of actors outside the education sector, i.e. from international organizations, government posts, as well as academic jobs (mainly professors of Economics) in formulating teacher education policy; arguing that their putative pursuit of quality education has contributed to inequality in education.

Using data from a comparative study of the dialogues between teacher educators and pre-service teachers in social justice-oriented teacher education programs in Finland and California, Crystal Green explores in chapter 4 the possibilities and limitations for developing comparative international education research on teacher education using methodologies and analytical frameworks which foreground dialogue and discursive practice using socio-cultural and constructivist interpretations of human social interaction identifies localized discourses about equality and social justice. The chapter maps these discourses onto local discussions about what education means in society and the role of teachers in promoting social justice. Teachers in both California and Finland expressed a desire to learn practical tools for their profession, teachers in both jurisdictions discussed the role of education in reproducing socio-economic stratifications, and teachers in both jurisdictions discussed whiteness. However, their construction of whiteness as privilege differed between the two contexts.

In chapter 5, Yiting Chu employs a "third space" analytical framework to develop a better understanding of and to elide a reductive approach to exploring university-school partnerships in teacher education. He claims that embedding pre-service teacher education and teacher educators in a hybrid third space allows for bridging the disconnect between rigid

conceptualizations of school and universities as exclusive stewards of practice and theory, respectively. In that regard, the interests of multiple stakeholders in and around such hybrid spaces, such as schools, school districts, university teacher preparation programs and community partners coalesce and intersect in institutional border crossings that are otherwise neglected in the literature. Using a U.S. teacher residency program, Chu illuminates the collaboration and negotiation among these stakeholders in a hybrid third space, then draws inferences for programs in other international locales to emphasize the role of CIE utilizing this analytical approach in teacher education.

The final chapter in this section uses an *assemblage theory* or *assemblage thinking* paradigm to examine the emerging contours of a European teacher education space. In adopting Deleuzoguattarian principles of rhizomatic structures, Florin Salajan conceives of European teacher education as a complex educational assemblage. This is illustrated via two scenarios: a) collaboration among spatially-dispersed teams of teachers and teacher educators bound by the desire to advance teaching practice within and across European teaching and teacher education forming *collaborative assemblages*, and; b) the provision of teacher education programming for national ethnic minorities forming diasporic communities outside the ancestral national spaces, identified here as *extraterritorial teacher education assemblages*. These arrangements reveal both the power and resilience of the relationships formed in the territorialization of these assemblages stemming from the desire of their actors to weave the connective fabric of the European teacher education enterprise. Salajan embeds a comparative perspective throughout the scenarios, with the intent to illuminate the possibilities of deploying assemblage as an analytical device for the examination of teacher education in the context of CIE.

Part III opens with Roger Y. Chao Jr.'s and Lorraine Pe Symaco's chapter exploring the case of teacher education in the Philippines, in which they embark on a demonstration of the significance of CIE in internationalizing teacher education. This significance lies in infusing international dimensions in the curriculum, practices, and standards in Philippine teacher education and teacher-related practices. These include international benchmarking, utilization of international standards, and localizing international practices related to teacher education and the teaching profession. A long-standing central tenet in CIE studies is borrowing or learning, from best policies, ideas and practices in education systems abroad. This strand is also evident in teacher education policy documents in the Philippines.

In chapter 8, Keita Rone Wilson and Jacqueline Lubin address inclusive education in teacher preparation also in the context of the internationalization efforts in this area advocated by intergovernmental organizations such as UNESCO. Rone Wilson and Lubin offer as a comparative example the development of inclusive education in teacher education programs in St. Lucia and the United States, contextualizing their discussion in the broader existing conversation in the CIE research literature related to international practices supporting students with disabilities, as well as to school leaders' and educators' perceptions of inclusion in teacher preparation programs. They contend that their comparative inquiry reveals that the level of inclusive practices in teacher education in different international contexts depend on the policy frameworks, institutional infrastructures and cultural understandings of inclusion in those settings.

In an era of the globalization and the denudation of the power of the nation-state, the goal of Global Citizenship Education (GCE) has become the creation of a more just, peaceful, and sustainable world. Existing literature, however, gives little attention to how in-service teachers could be trained or navigated to teach this important educational agenda. Drawing on two teacher professional learning programs in the United States and South Korea, Yuqing Hou and Deborah Shin explore in chapter 9 approaches to preparing teachers for GCE in these two jurisdictions. Findings are presented as a two-case study through a qualitative

content analysis of program descriptions. Informed by a comparative inquiry method derived from CIE, the authors argue that the two programs show distinct theoretical and practical possibilities to incorporate GCE frameworks, topics, and pedagogies into teacher professional development. To further promote the nexus of teacher education and CIE, the chapter highlights that GCE concepts could be a mediator between the two scholarly fields by reinvigorating the integration of CIE into teacher education and professional development.

In their chapter, tavis jules and Richard Arnold highlight the forces of globalization and regionalism that shape the construction of teacher education in the small, Anglophone countries of the Caribbean Community (CARICOM). Apart from their current status as small island nations with open economies, jules and Arnold highlight the CARICOM countries' shared legacies of European colonial domination, to contextualize the current expectations for a responsive and modern teacher education system with the historical nature of the dependencies created through colonialism and the adverse conditions it imposed on the emergence of their educational systems. They further interrogate the neoliberal global agendas for educational reforms rooted in the Sustainable Development Goals (SDG) that impact on the trajectories of CARICOM countries' regional needs for teacher education provision. Situating teaching and teacher education in the conceptual notion of the Caribbean Educational Policy Space (CEPS), jules and Arnold underscore the promises and challenges the neoliberal constructs they critically analyze hold for teacher education development in the CARICOM.

Wrapping up Part III, Jingxin Cheng, Xiaodi Li and Ming Yi's chapter broaches the theme of teacher professional identity formation among student teachers conducting their clinical experience at a normal university in China. Using data from their study, involving focus group interviews with teacher candidates having completed their student teaching placement, the authors conclude that the process of teacher identity formation from a Chinese teacher preparation perspective relies on the relational dynamics and the teacher knowledge the candidates derived from working with others during their school placements.

The first chapter in Part IV engages with social issues or relevant social problems by comparing traditions defining these themes and their implications for their implementation in teacher education programs in the anglophone world, France, Italy and Spain, as well as in Ibero-America. Surveying and contrasting the various proposed approaches emerging from these settings, Jordi Castellví Mata, González Valencia and Antoni Santisteban Fernández suggest that, while these traditions may be informed by different critical theories or cultural visions of what count as relevant social issues inclusion in teacher education programs, they influence each other in various ways. They contend that some national or regional settings adopt precepts of social issued education from others, as is the case with the Ibero-American context which the authors contend has been influenced to a sensible extent by anglophone concepts of social issues definition. Comparing these traditions, the authors contend that, though they have their particularities, they have shared objectives in seeking to develop teachers who are socially engaged critical citizens advocating for universal human rights and democratic principles through their role as educators.

Chapter 13 offers an in-depth look at the reforms the Tunisian educational system and, in this context, teaching and teacher education has undergone both since Tunisia's independence from French colonialism and, more recently, in the aftermath of the 2011 Jasmine Revolution. Richard Arnold, tavis jules, Imen Hentati and Donia Smaali Bouhlila particularly examine how these reforms have equipped educational institutions, teachers and teacher education programs in responding to the challenges of the COVID-19 pandemic. In this regard, they emphasize the successes and failures of the professional development offered both through international organizations and through the Tunisian Ministry of Education for Information and Communication Technologies (ICT) training, specifically its

use by teachers and in pre-service teacher education programs. They conclude that the ICT training provided to teachers in the context of the COVID-19 pandemic lockdowns produced mixed results, leaving teachers and schools unable to prevent the loss of learning students experienced, and raising questions about the efficiency of such training in the absence of a robust ICT infrastructure and support for teachers and teacher education programs.

In chapter 14 Mónica Pini and Claudia Terzian describe the situation of teacher education in Argentina and the challenges it went through in 2020, then compare it with other Latin American countries in a context traversed by the common denominator of the pandemic. It focuses on the analysis of the policies and strategies that circulate from the different spheres of society regarding the possibilities, limitations and challenges digital technologies generate in education. Based on the existence of powerful private interests, the focus spans both official bodies and on other actors - corporations - that carry out actions and set the agenda in education through proposals to teachers. Comparative Education is relevant to set the education systems, and teacher education in particular, within its social context. The authors discuss the new scenarios provoked by the requirements of the pandemic and analyze the challenges for teacher education framed on the definition of education as a right.

The final section of this volume concludes with Greg Tyrosvoutis's and W. Gray Reinhart's compelling chapter on education in emergencies and, in particular, with teacher education systems "designed for disruption." Using a vertical case study from Myanmar and its borderlands with Thailand, Tyrosvoutis and Reinhart unveil the remarkable resilience and adaptability of the teacher education system in Myanmar to function in the context of the protracted conflict, political volatility, structural instability and multidimensional oppression that has impeded its development, but it has equipped it to respond to the challenges of the current COVID-19 pandemic in unexpected ways from a western perspective. Consequently, the authors highlight the strengths of the collective enterprise in Myanmar and caution against the application of a utilitarian perspective informed by neoliberal conception of accountability, standardization and corporate management practices to understand its decentralized, flexible and adaptive nature. They particularly emphasize the valuable lessons CIE research can draw from this case for the subsequent study of teacher education in emergencies or conflicts.

The editors of this volume hope that this rich and varied mosaic of contributions from authors hailing from different global locales on topics and issues of critical importance for both teacher education and CIE will generate further intellectual explorations, discussions, conversation and examinations of the connection between these two intertwined fields of inquiry.

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