Teacher Education and Practice

EDITORIAL POLICY

Teacher Education and Practice, a peer-refereed journal, is dedicated to the encouragement and the dissemination of research and scholarship related to professional education. The journal is concerned, in the broadest sense, with teacher preparation, practice, and policy issues related to the teaching profession and learning in the school setting. The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes. As a forum, the journal offers a public space in which to critically examine current discourse and practice and engage in generative dialogue. Alternative forms of inquiry and representation are invited, and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute.

The journal spans the boundaries of professional education in conventional and unconventional ways to offer multiple perspectives of teacher education and practice that seek to move beyond more traditional views of professional education. The journal is interested in manuscripts that explore the relationship between professional education and

- · social justice, equity, caring, and democracy;
- challenges of teaching in preK-12 schools—public and private;
- · state and federal policy;
- · growing diversity-racial, ethnic, linguistic, and cultural;
- · sociohistorical, sociocultural, and sociopolitical contexts of teaching;
- · changing role of professional education in the larger context of a changing society;
- innovative and compelling ideas related to preparation and practice; and
- · alternative approaches to the inquiry and understanding of how teachers learn.

Relatedly, manuscript submissions that Teacher Education and Practice accepts may include

- · expositions:
- · research reports—applied and basic research studies;
- policy position statements as well as analyses of the implications of existing policy;
- · conversations or interviews—solicited and invited;
- creative writings that illuminate important innovative issues through alternative approaches;
 and
- book reviews and review essays—single-book reviews and multiple-book review essays.

PERMISSION TO PHOTOCOPY—POLICY STATEMENT

For copying rights to the articles within this journal, beyond those permitted by Sections 107 and 108 of the U.S. Copyright Law, please contact the Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, or by e-mail at info@copyright.com.

TEACHER EDUCATION AND PRACTICE (ISSN 0890-6459)—Published quarterly—Winter, Spring, Summer, and Fall, one volume per year, by Rowman & Littlefield Education, 4501 Forbes Boulevard, Suite 200, Lanham, MD 20706. Postage paid at Blue Ridge Summit, PA 17214. POSTMASTER: Please send address changes to TEP Subscriptions, 4501 Forbes Boulevard, Suite 200, Lanham, MD 20706. Phone: 1-800-273-2223. Fax: (717) 794-3852. E-mail: journals@rowman.com.

Subscription rates:

_==

Annual institutional: \$170 domestic/\$195 international

Annual individual: \$66 domestic (TACTE member discount \$56)/\$106 international

PUBLISHING AND BUSINESS OFFICES

Rowman & Littlefield Education, 4501 Forbes Boulevard, Suite 200, Lanham, MD 20706. (301) 459-3366.

REPRINT CORRESPONDENCE—Write to Reprint Department, Rowman & Littlefield Education, 4501 Forbes Boulevard, Suite 200, Lanham, MD 20706.

General—Teacher Education and Practice is not responsible for the views expressed by individual contributors in articles published in the journal.

A Rowman & Littlefield Education journal published in partnership with the Texas Association

Contents

Learning to Teach in a Global Society: Between Theory and Experience, Knowledge and Practice Patrick M. Jenlink	319
Reflective Practice in Professional Learning Communities: A Study of Mandarin Pre-service Teachers Ping Liu	328
Student Teachers' Beliefs about Learning, Teaching, and Teaching Knowledge: A Qualitative Study Leila Ferguson and Ivar Bråten	348
Turkish Secondary School Teachers' Conceptions of Teaching and Assessment Sevda Yerdelen-Damar	366
Rural Education: Working in Elementary Multigrade Classes Ilghiz M. Sinagatullin	387
Notions of Discretionary Power—Images Over Time Ulla Karin Nordänger and Per Lindqvist	404
Comparing the Effectiveness of Student Performance in Face-to-Face and Online Modes of Learning Anjeela Jokhan, Ravneel Rajneel Chand, and Salsabil Nusair	423
An Understanding of the Experience of Switching from Secondary to Primary School Teaching Mark A. Minott	435
Call for Book Reviews	448
Jpcoming Issues and Call for Reviewers	449

TEACHER EDUCATION AND PRACTICE

The Editorial Staff of *Teacher Education and Practice*, a journal originally founded by the Texas Association of Colleges of Teacher Education (TACTE), shares a professional commitment with its Editorial Advisory Board and Editorial Reviewers to publish a high-quality journal.

EDITOR

Patrick M. Jenlink

Department of Secondary Education and Educational Leadership, McKibben 404j Stephen F. Austin State University, P.O. Box 13018-SFA, Nacogdoches, Texas 75962-3018

Tel.: 936-468-2908 FAX: 936-468-1573 E-mail: pjenlink@sfasu.edu

ASSOCIATE EDITOR

Karen Embry Jenlink

Department of Secondary Education and Educational Leadership Stephen F. Austin State University

MANAGING EDITOR

Carlie Wall

Rowman & Littlefield

PRODUCTION EDITOR

Megan DeLancey

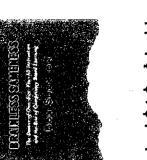
Rowman & Littlefield

Sulline 2018 Volumie 31, no. 3 ISN 0890-6459

BRAINLESS SAMENESS The Demise of One-Size-Fits-All Instruction and the Rise of Competency Based Learning

Bob Sornson

2018 • 140 pages 978-1-4758-4486-3 • \$70.00 • Cloth 978-1-4758-4487-0 • \$33.00 • Paper 978-1-4758-4488-7 • \$31.00 • eBook



lishment. My sincere hope is that this book will be widely read by everyone involved in contemporary education K-16. As required by his task, Sornson pulls no punches in this book, being clear about the reasons for so-called education reform's failure while also offering an inspired vision for helping students and schools fall in love with 21st-century learning that really matprofound, and powerful thesis squarely on the doors of the education estab-"In his new book Brainless Sameness, Bob Sornson nails his heartfelt, ters—to the learner and to society itself." Community Works Institute

-Joe Brooks, executive director,

achieve deep understanding. Instead of cogs in a failing system, we could "Teachers have been marginalized during the decades of 'school reform." They are fold what to cover, at what pace, and using which materials. Bob Sornson offers us a much better way. In a personalized, competency-based instructional system, teachers must know their students, maintain data systems so that we absolutely know what students are ready to learn, and find ways to give students high-quality instruction for as long as needed to

be professionals again."

Michigan, and director, QED Foundation Gail Frey, principal, Morenci Elementary School, Morenci, WWW.ROWMAN.COM | 800-462-6420 ROWMAN & LITTLEFIELD