

Chapter 14

The Importance of Teacher Education in Global Education

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ABSTRACT

This chapter explains the overview of teacher education; teacher education, technological approach, and learning materials; the perspectives on teacher educator; the perspectives on novice teacher; teacher education and teacher competence; teacher education, teacher identity, and social justice; and the importance of teacher education in global education. Teacher education is a continuous process, starting with preservice teacher education, followed by in-service education and continuing education. The aim of teacher education is to create a pedagogically thinking teacher with adequate amounts of theoretical background knowledge and a reflectively-critical attitude toward the challenges encountered in the teaching profession. Technology pedagogy, the 21st century skills, and ethical approaches are very important for preservice teacher practices. The chapter argues that encouraging teacher education has the potential to improve educational performance and gain sustainable competitive advantage in global education.

INTRODUCTION

Teacher education is recognized as a vital component in economic competition and growth (Tang, 2015). In teacher education, where learning from theory and practice is combined, student teachers also need to regulate their learning (Endedijk, Vermunt, Verloop, & Brekelmans, 2012). Regarding both demographic changes and evolving school instructional policies, many teachers experience an increasingly wide range of student learning differences regarding academic, behavioral, physical, and cultural perspectives in their classrooms (Munthe & Rogne, 2015). This concern significantly requires teacher education that helps teachers become the innovators and researchers in education, laying the educational foundation for the continuous learning and the practical change in the workplace (Brouwer & Korthagen, 2005).

The use of technology in teaching requires the integrated knowledge among technology, pedagogy, and subject content, and this highly blended knowledge is developed through the methods courses of a teacher education program toward improving preservice teacher's technological skills (Zhou & Xu, 2013).

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Preservice teachers are required to enroll in the instructional technology courses in partial fulfillment of graduation requirements (Blankson, Kyei-Blankson, & Keengwe, 2012). Educational technology experiences in teacher education programs should place the heavy emphasis on learning the content-specific uses of technology that can be transferred to future classroom experiences (Ottenbreit-Leftwich, 2012). Teacher educators concerned with building technology-rich preservice teacher education seek inspiration in many places (Norton & Hathaway, 2012).

The primary way of enhancing teacher quality is to base teacher education on the issue of robust research (Cooney, 1994). Educational change, such as shifts toward technology-rich teaching and learning, will only be successful with a concerted change effort in teacher education programs (Hughes, Gonzales-Dholakia, Wen, & Yoon, 2012). Preservice teachers' professional vision is an important indicator of their initial acquisition of integrated knowledge structures within university-based teacher education (Stürmer, Könings, & Seidel, 2015). The 21st century practices and ethical approaches regarding technological utilization are important and should be added in the teacher education program to prepare preservice teachers. Goeze et al. (2014) stated that the ability to analyze and understand the classroom situations can be recognized as an essential aspect of teachers' professional competence.

It is very important to prepare teachers with an education model that develops the pedagogical and psychological skills and supports them to effectively operate in a perspective of lifelong learning (Selmo & Orsenigo, 2014). Teacher quality and educating high-quality teachers have emerged as the fundamental problems to be solved by nations since the correlation between education and economy is becoming more apparent, and the principal factor in student achievement is teacher quality (Cochran-Smith, 2008). Teacher quality has been a continual issue in the field of education (Wang, 2012). When measurement procedures are introduced into the education system to improve the quality of its teaching force, the beginning teachers often have to adapt to these new concepts of what constitute a high-quality teaching (Goh & Wong, 2014).

This chapter aims to bridge the gap in the literature on the thorough literature consolidation of teacher education. The extensive literature of teacher education provides a contribution to practitioners and researchers by explaining the advanced issues of teacher education in order to maximize the educational impact of teacher education in global education.

BACKGROUND

Education has been acknowledged as a predominant factor in social and economic development (Amr, 2011). Education plans help map the teaching goals and outline strategies to meet these goals (Hunt, 2015). Regarding teacher education preparation, it is important to consider the various perspectives related to teacher education (e.g., insufficient structures and resources to support the educational partnerships, insufficient financial incentives for school-based teacher educators, unclear roles and preparation to enact those roles) (Robinson, 2014). Rasmussen and Rash-Christensen (2015) indicated that teacher education perspectives have concentrated on various issues, such as redesigning teacher education programs around standard; strengthening the educational subjects around learning and development theory; enhancing subject matter pedagogy; and connecting coursework more directly to the effective practice.

Teachers are classified as professionals, such as medical doctors, lawyers, and accountants (Yun, 2007). Teachers should plan and organize the delivery of instructional activities to meet a wide range of learning styles in order to accommodate learner preferences (Lorenzo & Lorenzo, 2013). Teacher has

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