

InFo-TED Web sources

Subsections

- General resource portals for teacher educators
- Websources related to specific building blocks of the conceptual model
- Associations and projects of and/or for teacher educators

Suggestions for additional sources can be sent to j.j.dengerink@vu.nl

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General resource portals for teacher educators

The Teacher Education Advancement Network (TEAN)

Contains: Teacher Educators' Storehouse: Especially designed for busy teacher educators. The Teacher Educators Storehouse was created by teacher educators for teacher educators. It contains a wide range of material on topics which are of interest to teacher education. This material has been gathered from TEAN events, from teacher educators' practice, from research projects and from other sources. It includes many resources from ESCalate, the Education Subject Centre of the Higher Education Academy which were bequeathed to TEAN when the Centre closed in 2011.

Topics in the Teacher Educators' Storehouse are e.g.:

Assessment: [Assessment Reassessed](#); Developing Patchwork Texts; Assessment Papers

Creativity: Creativity in Initial Teacher Education; Creativity Resources

Sharing ideas: Desktop Video Conferencing; Dual identities; Subject Knowledge; Scholarly Papers;

Teacher Education across the UK: Teacher Education Futures (Northern Ireland, Wales, England, Scotland); Creating&Maintaining Effectiveness in Teachers;

[For Learning in Teacher Education \(FLiTE\)](#)



FLiTE is a platform where those involved in initial teacher education can find resources and inspiration to develop their practice. It is designed by teacher educators, for teacher educators to:

- inspire critical reflection on school-based practice in teacher education
- deepen the professional learning and development of teacher educators
- develop collaborative working in initial teacher education partnerships
- enhance the quality of learning opportunities for student teachers

[The Open Resource Bank for Interactive Teaching ORBIT](#)

A JISC OER 3 project at the Faculty of Education, University of Cambridge.

Topics: Argumentation – Assessment – Assessment portfolios – OER4Schools – Teacher Education Resources for Sub-Saharan Africa – Basic ICT skills – Typing practice – Collaborative writing – Blogs – CPD – Classroom management – Contemporary issues – Curriculum development – Literacy – Progression – Learning objectives – Curriculum planning – Differentiation – ICT – Digital Media – Discussion – E-safety -E-skills -Sharing practice – Wikis – Programming – Pedagogical approaches – Professional development – Digital literacy – Creativity – Virtual Learning Environment – Video – Copyright -Using digital literacies in teacher education – QR code – Multimedia – Environment – Explaining – Force -Games -Geogebra -Geography in Education – Global education – Group talk – Group work – Digital video – Reference management – Zotero application – Inclusion – Interactive pedagogy -Language – Maps -Materials – Modelling – Models – Museums – OER – QR codes – Problem Solving – Questioning -Reading skills -Science – Science curriculum – Science Education – Study skills – Effective Learning – Patterns – Measuring – Using ICT in Science Teaching – Using images -Visualisation – Writing.

MOFET International Portal of Teacher Education <http://education.eng.macam.ac.il/>

Is the online resource of academic content on teacher training and teacher education of the Israeli MOFET institute. It contains a massive amount of literature abstracts in the following sections:

Trends in Teacher Education - Assessment & Evaluation - Beginning Teachers - Instruction in

Teacher Training - Professional Development - ICT & Teaching - Research Methods -

Multiculturalism & Diversity - Preservice Teachers - Theories & Approaches - Teacher Education Programs - Mentoring & Supervision - Teacher Educators.

The Portal has a search engine on keywords, authors and countries.

MOOCS

Future Learn Teaching Courses <https://www.futurelearn.com/courses/categories/teaching-courses>

Teaching courses of several institutions and organisations to support teachers' professional learning and development.

Some examples: Introduction to Enhancing Learning and Teaching in Higher Education - The Online Educator: People and Pedagogy - The Right to Education: Breaking Down the Barriers - Introduction to Educational Design in Higher Education

Web sources related to specific building blocks of the conceptual model

ICT and technological change:

The Mobile Learning Toolkit

The **Mobile Learning Toolkit** is designed for Teacher Educators and others who support the professional development of teachers/lecturers in their use of mobile technologies. It was designed and **produced by a project team** led by Prof. Kevin Burden (University of Hull, UK) as part of a transnational Erasmus+ initiative funded through the European Union.

It includes a pedagogical framework (the iPAC framework) around which to evaluate and construct meaningful and authentic mobile learning pedagogies. This is linked to a survey tool, enabling practitioners to measure their current use of mobile technologies and their students' experiences of mobile learning.

Included in the toolkit is a series of interactive video case studies which bring to life the main features of the iPAC framework, helping to stimulate new ideas and practices in the classroom. The toolkit also includes a series of exemplar eBooks that illustrate the use of mobile technologies in teacher education, and a rubric for evaluating the value and use of Apps in different educational contexts.

[Teacher Educator Technology Competencies](#)

The **2017 National Education Technology Plan** identified a need to “Develop a common set of technology competency expectations for university professors and candidates exiting teacher preparation programs for teaching in technologically enabled schools and post-secondary education institutions” (p. 37)

Teacher Ed Technology Competencies (TETCs) are being developed to support the redesign of teaching in Teacher Education programs so that all preservice students learn to teach with technology, and all teacher preparation faculty are prepared to address this need, no matter what course they teach.

TETCs will create a common language surrounding how to help teacher candidates learn how to use technology in their future classrooms.

Teacher Educators are joining together to collaboratively create the competencies. This is being done with support from:

[The United States Department of Education Office of Educational Technology \(US DoE\)](#)

[International Society of Technology in Education \(ISTE\)](#)

[Society for Information Technology and Teacher Education \(SITE\)](#)

[Council for the Accreditation of Educator Preparation \(CAEP\)](#)

[National Technology Leadership Coalition \(NTLC\)](#)

[American Association of Colleges of Teacher Education \(AACTE\)](#)

A **research-based process** is underway that relies on scholarly literature, and tapping our collective expertise.

Social change:

Sachs lecture series 2014-2015 ‘The Landscape for Preparing Teacher Educators’. December 2, 2014. Teachers College, Columbia University, Department of curriculum and teaching.

<http://tclandscapecolloquium.weebly.com>

Diversity:

Learning in Diversity

A website of Hester Radstake

Contains a Diversity scan to do a self-evaluation of the curriculum, to get ideas for improvements and to implement and evaluate these. The strength of the proposed approach lies in the guided discussions during work sessions of teachers, students and program and course coordinators.

<http://learningindiversity.com/>

TEC video 2017

Program devised by teacher educators from three educational sectors: Hebrew speaking pluralistic colleges, Hebrew speaking religious colleges and Arabic speaking colleges. The program enables teachers, student teachers, and pupils from the three sectors to engage together in collaborative learning. The program involves digital communication and a virtual island where learning takes place and products are presented.

<https://www.youtube.com/watch?v=haqc8rNa7I8&authuser=0>

Computer-mediated communication and the reduction of prejudice: A controlled longitudinal field experiment among Jews and Arabs in Israel.

<http://www.mofet.macam.ac.il/tec/eng/Pages/default.aspx>.

Communication and relations

Boundaries

Identities

a lecture by Anja Swennen (VU University Amsterdam)

https://www.youtube.com/watch?v=fzO778Lfl_o

Visions:

Lecture of Wanda Blanchett: The Landscape for Preparing Teacher Educators: Whose Knowledges? What Visions?

<https://www.youtube.com/watch?v=Df5pTJCUZ7s>

a NBC NEWS-video

<https://www.nbcnews.com/nightly-news/master-teacher-teaching-educators-how-have-fun-n806271>

How I teach is the message:

a presentation by John Loughran (Monash University Melbourne)

<http://www.lerarenopleider.nl/velon/wp-content/uploads/2015/04/Plenair-PPT-John-LoughranZonderVideo.pptx>

Personal, local, national and global level

Stages of Professional Development:

Presentation by Jean Murray (University of East London)

<http://player.slideplayer.com/22/6331743/#>

University-based and school-based teacher educators

Schoolpartnerships

a project of Monash University: <http://www.partnershipprojects.info/#digital-resource>

Associations and projects of and/or for teacher educators

International associations

AERA, American Educational Research Association, <http://www.aera.net/>

ATEE, Association for Teacher Educators in Europe, <https://atee1.org/>

EARLI, European Association for Research on Learning and Instruction, <https://www.earli.org/>

EERA, European Educational Research Association, <http://www.eera-ecer.de/>

ISATT, [International Study Association on Teachers and Teaching](http://www.isatt.net/), <https://www.isatt.net/>

International projects

The European Doctorate in Teacher Education (EDiTE) <http://www.edite.eu/> is a four-year project supported by the European Union's Horizon 2020 research and innovation programme. The project takes place over a period of four years (October 2015 – September 2019). Under the project, fifteen Early Stage Researchers from eleven countries (Bhutan, Czech Republic, Ecuador, Germany, Greece, Hungary, Nepal, Poland, Serbia, Syria, USA) are employed by five partner universities, where they work closely with supervisors and pursue individual research projects in the framework of the EDiTE joint research programme.

National associations and projects

Belgium (Flanders)

VELOV, Vereniging Lerarenopleiders Vlaanderen (Association for Teacher Educators in Flanders), <http://velov.be/>

VFO, Vlaams Forum voor Onderwijsonderzoek (Flemish Forum for Educational Research), <http://www.vfo.be/>

United Kingdom

BERA, British Educational Research Association, <https://www.bera.ac.uk/>

Within BERA: <https://www.bera.ac.uk/group/teacher-education-and-development>.

This group covers research in initial teacher education, continuing professional development and teachers' careers.



TEAN, Teacher Education Advancement Network, <https://www.cumbria.ac.uk/research/enterprise/tean/> is a collaborative initiative, mutually beneficial to teacher education providers and associated organisations across the four countries of the UK. From collecting resources within our Storehouse to holding teacher education events, including our annual conference, we strive to improve the quality of teacher training available.

Journal: <https://ojs.cumbria.ac.uk/index.php/TEAN/index>

See also *General resource portals for teacher educators: TEAN Teacher Educators' Storehouse*

Related: the UK-based 'Academy of Medical Educators' (founded in 2006)

<http://www.medicaeducators.org/>

Scotland

The General Teaching Council for Scotland <http://www.gtcs.org.uk/>

Ireland

Teacher Education and Teacher Educator National Forum <https://www.eventbrite.ie/e/teacher-education-and-teacher-educator-national-forum-tickets-38427368293#> (new weblink needed)

Teacher Education and Teacher Educator National Forum is a network for policy makers and teacher educators in Ireland to share their work practices and scholarship on teacher education and discuss how teacher educators' professional development needs can be best supported.

SCoTENS <http://scotens.org/>

SCoTENS is a network of 37 colleges of education, university education departments, teaching councils, curriculum councils, education trade unions and education centres on the island of Ireland with a responsibility for and interest in teacher education.

Netherlands

VELON, Vereniging van Lerarenopleiders Nederland (Association for Teacher Educators in the Netherlands), <http://www.lerarenopleider.nl/velon/about-velon/>

The professional support that VELON offers her members include:

- The maintenance of a professional standard and a professional register for teachers educators. Teacher educators can apply to be included in the professional register by passing a professional development process and peer-assessment
- A quarterly journal which focusses on the interaction between theory and practice of the education of teachers. The Journal is published jointly with the Flemish Association for Teacher Educators VELOV.
- An annual two-days conference (with around 500-600 participants) and an annual one day working conference.
- Publication of relevant books. The most recent books focussed on the support of beginning teacher educators and on partnerships between schools and higher education institutes in school-based teacher education. Also a book-series, intended to form a knowledge-base for teacher educators, has been published.

VOR, Vereniging voor Onderwijs Research (Association for Education Research), <https://www.vorsite.nl/en>

Norway

NAFOL, The Norwegian National Research School in Teacher Education, <http://nafol.net/english/>

Israel

MOFET Institute, Center for the Research, Curriculum and Program Development in Teacher Education, <http://www.mofet.macam.ac.il/international/Pages/default.aspx>

United States

Association of teacher educators. <https://www.ate1.org/>

<http://www.nbpts.org/atlas/>

The National Board for Professional Teaching Standards aims to strengthen the career continuum for teachers by offering ATLAS, Accomplished Teaching, Learning and Schools®. ATLAS is a library of authentic video cases showing National Board Certified Teachers at work in the classroom.

Access to more than 1,300 cases covering most subjects, grades and school settings. Indexed to standards and frameworks for teachers and students, ATLAS cases offer a visual representation of these standards providing a clear image of accomplished teaching.

All ATLAS cases are from National Board Certified Teachers. Each video case has been validly assessed as accomplished practice, according to National Board Standards.

Video cases are comprised of an authentic unedited video, the teacher's written reflection about the lesson, and related instructional materials.

NB not open source, purchase needed.

TeacherSquared <https://www.teachersquared.org/mass-institute-2018> teachersquared@relay.edu

The Pennsylvania Association of Colleges and Teacher Educators <https://www.pac-te.org/i4a/pages/index.cfm?pageid=1>

MATSOL <https://www.matsol.org/> is a professional association of educators of English language learners in Massachusetts. Members include educators in PK-12 schools, adult adult basic education and workplace programs, and institutions of higher learning. The Teacher Educator special interest group of MATSOL <https://www.matsol.org/teacher-educators> is a working group designed to connect teacher educators and teacher educator groups to improve teacher preparation and thus improve educational opportunities for English Learners (ELs). The group is also interested in moving forward advocacy issues from a teacher education perspective. The group meets several times during the year face-to-face and using Go-To-Meeting, and communicates via a MATSOL E-list.

Texas Association of Teacher Educators <http://txate.org/forum-teacher-education.html>

[The Transformative Teacher-Educator Fellowship](https://transformativeteachered.com/page/) <https://transformativeteachered.com/page/>

The website contains recordings of lectures with a focus on Teacher Educators and inclusion/diversity.

Who Teaches the Teachers? <https://education-first.com/who-teaches-the-teachers/>

is a subsection of the Education First program in the US. Within this project is developed a Teacher Educator Practice Framework

<https://drive.google.com/file/d/0B1JErUG51Nr2eWlwQzJjMHNuZUE/view>

Teacher Education by Design (TEDD) <https://tedd.org/>

is a project of The University of Washington's College of Education supported by the Bill and Melinda Gates Foundation and the Charles and Lynn Schusterman Family Foundation.

Australia

Australian Teacher Education Association ATEA <https://atea.edu.au/>

The Australian Teacher Education Association (ATEA) is the major professional association for teacher educators in Australia. The mission of the Australian Teacher Education Association is to promote:

1. preservice and continuing education of teachers in all forms and contexts.
2. teacher education as central in the educational enterprise of the nation.
3. research on teacher education as a core endeavour.

Journal: Asia-Pacific Journal of Teacher Education

Australian Association for Research in Education