Call for Special Issue of the
Journal of Technology and Teacher Education
(JTATE)

Technological Supports for Practice-Based Teacher Education

With this special issue, we are interested in how technology can support efforts to make practice of skills embedded in teaching practices focal in university-based teacher education.

This special issue is open to a range of manuscripts including, but not limited to, those that:

- Explicate and illustrate the design and purposes involved in creating and/or curating digital video or audio files (e.g., using TedEd), using cartoon characters to make storyboards of classroom interaction (e.g., using the Depict tool in LessonSketch), and animating images made with cartoon characters (e.g., using GoAnimate) for use in practice-based teacher education.
- Assess learning/thinking of teacher candidates or inservice teachers in the context of a technological environment aimed at supporting examination of their practice of skills embedded in specific teaching practices. This analysis could center around students’ technological interactions with representations of practice in a variety of ways (e.g., annotating them, creating them, responding to questions about them, discussing via a forum, and more).
- Examine how technology can support teacher educators in cross-institutional collaboration focused on practice-based teacher education.

Submissions due: October 15, 2017
Authors Notified: Nov. 15, 2017
Expected Publication date: January 2018

Submission Guidelines:
Go to http://publish.aace.org, and click on Submit Article.

Questions?
Contact the guest editors Daniel Chazan (dchazanATumd.edu) or Patricio Herbst (pgherbstATumich.edu).
**Background:**
The field of teacher education is shifting toward a more practice-based focus (Ball & Cohen, 1999; though this move has its critics, like Zeichner, 2012). While practice-based teacher education is relatively ill-defined (Forzani, 2014), one common thread is the notion that, when preparing future teachers, teacher educators decompose teaching as a practice into smaller-grained practices (Grossman et al., 2009). These smaller-grained practices house within them skills that teacher candidates can rehearse and improve upon. Practice of the skills related to these practices can occur in a range of settings, from less authentic situations to actual classrooms of real students.

Technological advances have provided new ways to represent classroom interaction and new opportunities for teacher candidates to engage with such representations, as well as supports for shared planning by teacher educators. Building on Grossman et al.’s (2009) description of education in the professions, we are interested in how technology can help teacher educators represent to preservice teachers what they see as core aspects of the work of teaching and how interaction with such representations of core aspects of teaching as a practice provides opportunities to learn to teach. Such technologies offer important affordances to teacher educators seeking to provide candidates with course-based experiences that emphasize the development of practice-based skills and knowledge (Herbst et al., 2016).

**References:**


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