

Special Issue on
Teacher Learning in Changing Professional Contexts

CALL FOR PAPERS

Teacher learning in the profession in terms of both teacher knowledge and pedagogical practices has long attracted the interest of educational researchers. Teacher learning is a key aspect for professional growth and plays a central role in taking effective and innovative action in the profession. Previous studies have demonstrated that both teachers' internal attributes and multiple contextual factors contribute to forging teachers' learning in many different ways and throughout the teaching career. This results in versatile teacher learning trajectories. The studies also indicate that challenges in learning and professional development can be highly demanding which ultimately may lead to teachers' attrition or withdrawal from the profession.

Rapidly evolving teaching scenarios challenge our understanding of what teachers need to know and are able to do within the profession. These changes also challenge teachers to learn effectively in their work throughout their career. For example, the availability and usage of knowledge in broad terms and also from the viewpoint of teacher's subject knowledge and pedagogical knowledge, use of digital technologies and Open Educational Resources, understanding the school dynamics, and boundary crossings between formal and informal contexts of learning and teaching have changed and expanded enormously. These aspects have had significant influence on teacher education by implementing diverse pedagogies for educating student teachers to meet the school changing needs, by cultivating their learning of professional knowledge and by engaging them in innovative practices. In addition to formal learning taking place within the context of teacher education programmes, teachers also learn through being exposed to teaching experiences and the nuances of professional practices. Nonetheless, despite the extensive interest in teacher learning, this field of research on teacher learning is still insufficiently grounded. Evidence-based knowledge on the abovementioned aspects of teacher learning is claimed to be crucial to fully integrate its research body of knowledge.

Methodological approaches, theoretical underpinnings, and the set of methods used to explore the multifaceted teacher learning construct should be carefully considered, since the phenomenon under study is unequivocally complex and priorly empirical evidence still remains scattered. Papers to be considered in this special issue can represent either traditional or innovative ways of approaching teacher learning in order to stimulate future research in this domain. The papers can rely on a variety of approaches, methods, and techniques of analysis. The contributors are invited to carefully explicate the methods they used and position of their main contributions within already existent research.

Articles for this special issue question and explore the essence of teacher learning from various theoretical perspectives. The papers should also illuminate how the phenomenon can be empirically approached. The special issue addresses the theme from three primary perspectives: (1) it elaborates teacher learning throughout the teacher career; (2) it analyses teacher learning and its triggers in different educational contexts, including teacher education, teacher's everyday work, and change or innovation; (3) it considers the variety of objects of teacher learning. Moreover, the special issue aims at mapping the various research methods in research on teacher learning. The special issue contributes to this research field by extending the understanding of the perspectives of teacher learning and broadening the understanding of the methods utilised in research on teacher learning.

Potential topics include but are not limited to the following:

- ▶ Teacher learning of practical knowledge in changing pedagogical contexts
- ▶ The influence of educational technology in broadening teachers' understanding of teaching and learning
- ▶ Teacher's practical knowledge elicited through the use of ICT
- ▶ Open Educational Resources (OER) broadening teachers' understanding of teaching and learning
- ▶ Teacher learning of blended ways of teaching

Authors can submit their manuscripts through the Manuscript Tracking System at <http://mts.hindawi.com/submit/journals/edri/tlpc/>.

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Manuscript Due

Friday, 10 March 2017

First Round of Reviews

Friday, 2 June 2017

Publication Date

Friday, 28 July 2017