

Cluster	Subject Title	Instructor	Credit	Semester
K-P	Teacher Education: Theory and Practice	Xuedi PI	2	Winter 2027
Subject Description				
In the context of globalisation, teachers are among the most powerful forces for promoting equity, ensuring access, improving educational quality, and achieving sustainable development. With teacher education at its core, this course provides theoretical and practical perspectives for understanding and responding to the uncertainties and challenges facing education in Asia. It welcomes learners with or without prior teaching experience who are interested in Asia education. The course consists of three sections: (1) International Perspectives on Teacher Education, exploring emerging trends, teacher professionalism, teacher education policies across Asian countries, and teacher ethics; (2) Teacher Professional Development: Theory and Practice, examining teacher professional development through pre-service and in-service education, professional learning communities, and lesson study; and (3) Teacher learning and identity, examining workplace learning, beginning teacher identity and emotions, and narrative inquiry as an approach to investigating teachers' experiences.				
Objective				
Through participating in this course, students will be able to: ● Understand the historical development, current issues, and future trends in teacher education. ● Explain theories, policies, and practices of teacher education in Asian countries. ● Identify and develop their own research interests in teacher education. ● Develop academic and professional skills, including critical thinking, academic reading and writing, and communication and collaboration.				
Learning Method				
Students will engage with the instructor, course content, and fellow students through ● Lectures: Concepts, theories, and current issues in teacher education. ● Peer discussions: Exchange of perspectives and critical engagement with course content. ● Group tasks: Collaborative learning and application of course content. ● Case analysis: Examination of practical issues and challenges in teacher education. ● Presentations: Application of knowledge acquired in the course to address a practical problem in teacher education selected according to students' own interests.				
Content				
Day 1 Session 1: Introduction to Teacher Education Session 2: Emerging Trends in International Teacher education Session 3: Teacher Professionalism from an International Perspective Session 4: Comparative Analysis of Teacher Education Policies in Asian Countries Session 5: Teacher Ethics Day 2 Session 6-7: Teacher Professional Development: Theory and Practice Session 8: University-School Partnership in Teacher Education Session 9: Teacher Learning Communities Session 10: Teacher Professional Development and Lesson Study Day 3 Session 11: Professional Learning in the Workplace: Legitimate Peripheral Participation Session 12: Beginning Teacher Identity and Emotions Session 13: Understanding Rural Teachers through Narrative Inquiry Session 14: Group Work Preparation Session 15: Final Presentation				
Requirement				
● Please bring your laptop to the class for both individual and group work. ● Please read the references in advance if you have time before departure.				
Evaluation				
Attendance (20%); Active participation (30%); Group works (30%); A reflection report of no more than two pages (20%)				

Textbook and reference (please indicate which are to be provided by instructor and which students need to find by themselves)
No textbook is required. References for pre-course reading can be downloaded from the links below.
Pre-course reading and preparation (if any)
● Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. <i>Cambridge Journal of Education</i>, 39(2), 175-189. ● Cochran-Smith, M., Feiman-Nemser, S., McIntyre, D. J., & Demers, K. E. (Eds.) (2008). <i>Handbook of research on teacher education: Enduring questions in changing contexts</i>. Routledge. ● Goodwin, A. L. (2021). Teaching standards, globalisation, and conceptions of teacher professionalism. <i>European Journal of Teacher Education</i>, 44(1), 5-19. ● Hargreaves, A. (2000). Four ages of professionalism and professional learning. <i>Teachers and teaching</i>, 6(2), 151-182. ● UNESCO. (2024). <i>Global Report on Teachers. Addressing Teacher Shortages and Transforming the Profession</i>. https://unesdoc.unesco.org/ark:/48223/pf0000388832/PDF/388832eng.pdf.multi ● Zheng, X., Zhang, J., & Wang, W. (2019). Teacher learning as boundary crossing: a case study of Master Teacher Studios in China. <i>Teachers and Teaching</i>, 25(7), 837-854.