

STUDYING TEACHING AND  
TEACHER EDUCATION

# ADVANCES IN RESEARCH ON TEACHING

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“Tilburg Dawn,” photo by Christopher M. Clark, taken in 1984 at the second conference of the International Study Association on Teacher Thinking.\*

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\*For additional details, see *A History of ISATT 2013-2023: Internationalization*, by Frances Rust & Christopher M. Clark in Volume I of this series.

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ADVANCES IN RESEARCH ON TEACHING VOLUME 44

**STUDYING TEACHING AND  
TEACHER EDUCATION:  
ISATT 40TH ANNIVERSARY  
YEARBOOK**

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INVESTOR IN PEOPLE

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# FOREWORD

The International Study Association on Teachers and Teaching, which began as the International Study Association on Teacher Thinking, celebrates/ed its 40th anniversary in 2023. The study association is now a full-blown organization not only with a biennial international conference but with regional conferences as well. Additionally, there is an awards program and a small grant program. Further to this, a special kind of kinship has developed among members, making ISATT a unique affiliation.

Several features distinguish the Yearbook's four volumes. These features include tributes in each book, sections outlining distinct lines of ISATT research and reprint articles by selected authors. The four volumes also share the same frontispiece, a photo taken by Christopher Clark at the second ISATT Meeting in Tilburg, The Netherlands. Further to this, internationalism is a powerful strength streaming naturally across all four books, not as an intermittent cover story.

The titles of the four volumes are:

Volume 1: Teacher Education in the Wake of Covid-19

Volume 2: Teaching and Teaching Education in the International Context

Volume 3: Approaches to Teaching

Volume 4: Studying Teaching, Teacher Education and Learning

In this fourth volume, *Studying Teaching, Teacher Education and Learning*, several topics are featured, each of which were handled by different section editors:

Tributes – Wendy Moran (Australia) and Daniela Hotolean (UK)

Self-Study of Teaching and Teacher Education Practices – Dawn Garbett and Alan Ovens (New Zealand)

Mentoring – Juanjo Mena (Spain)

Narrative Inquiry – Stefinee Pinnegar (USA)

Excessive Entitlement – Tara Ratnam (India)

Comparative Education – Maria Tatto (USA)

A special thank you is extended to the aforementioned section editors who kept the book preparation on course and on time. Thanks also goes out to Xiao Han who looked after the technicalities of manuscript preparation for the four-volume series. Hulya Avci was the research assistant who prepared three of the four indices.

As you immerse yourself in the reading of the chapters, consider how robust the activities and research agendas of ISATT members have become – even reaching new forms of reciprocity of collaborative partnership with one another. There is much to celebrate in this 40th year of existence.