Chinese and Dutch teacher educators’ professional development

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PhD Research: ESoE
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Research Problem:

How do teacher educators professionally develop and what supports them to become professional teacher educators?

Summary:

The professional development of teacher educators is crucial for educating prospective teachers. However, systematic research on how teacher educators professionally develop is still lacking. This research project aims to provide insights into the what, how and why of teacher educators’ professional development (university-based and school-based) both in China and the Netherlands. The research project includes three part studies, namely: a review study, a comparative study and an interview study. The purpose of the review study is to gain a solid and international theoretical overview of the content, routes and reasons for teacher educators’ professional development. Based on the review study, a large-scale comparative survey will be conducted to depict differences and similarities concerning the content, routes and reasons for teacher educators’ professional development between China and the Netherlands. In-depth interviews will be held with ‘typical’ teacher educators as found in the response patterns in the survey to gain deeper insights into the professional development trajectories of these teacher educators. By taking both an international and comparative perspective, combining theory with quantitative and qualitative research methodology, this research project will contribute to both the knowledge base of and possible programmes for professional development of teacher educators.