In-service teacher training in Japan and Turkey: A comparative analysis of institutions and practices

Abstract

The purpose of this study is to compare policies and practices relating to teacher in-service training in Japan and Turkey. On the basis of the findings of the study, suggestions are made about in-service training activities in Turkey. The research was carried using qualitative research methods. In-service training activities in the two education systems were investigated through visits to the educational institutions and semi-structured interviews. The study indicates that the most important problems facing in-service training activities in Turkey are a lack of professional staff, no collaborative partnerships between teachers, no provision for feedback and no systematic in-service training model.

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The authors employ classification and comparative analysis. They use as source information open data from the official websites of companies specializing in worldwide university rankings and of institutions dealing with education, culture, sports, and technology in Japan and Korea. Results and discussion. 1. Introduction Internationalization in the global market for educational services is an aggregate of interrelationships between all participants in the sphere of education, namely producers, importers, and buyers of these services. Also, some institutions of higher learning in Korea practice creative selection, i.e. assessing a student's ability based on essay writing. In-Service Training in Japan and Turkey: A Comparative Analysis of Institutions and Practices. Australian Journal of Teacher Education, 34, 9-22. [12]. An Illustration of the Essential Differences between Individual and Social Learning and Its Consequences for Computational Analyses. Journal of Economic Dynamics and Control, 24, 1-19. http://dx.doi.org/10.1016/S0165-1889(98)00068-2. [61].