



### **AsTEN Journal of Teacher Education**

The **Association of Southeast Asian Teacher Education Network (AsTEN)** is an ASEAN network of teacher education institutions that seeks to promote research and publications, scholarship of teaching, teacher education leadership, curriculum and pedagogy, reciprocity programs, quality assurance and harmonization of standards to shape and redefine teacher education in the ASEAN region.

The AsTEN Journal of Teacher Education is AsTEN's flagship publication. It is a peer-refereed journal that serves as the main platform for the Network to engage with the wider academic community. It provides an international scholarly forum for research and ideas on teacher education in Southeast Asia and beyond. The journal is an annual publication that covers an extensive array of relevant and emerging topics and issues in teacher education. It brings to the fore significant findings and contributions on teacher education that will lead to a better understanding of the dynamics of education contexts and empower teacher education institutions. It publishes articles that report research, review of research literature, practice innovations, and research-policy nexus in teacher education that will be of interest to a wide range of readership through its five main sections: research articles, review articles, teaching and assessment practices, policy briefs, and book reviews.

#### **Section 1: Research Articles and Research Briefs**

This section of the journal covers research studies that address important questions about preparing teacher trainees for service as well as the continuous professional development and learning of teachers in service. The focus can be on generic teacher education or specific curricular and subject areas. Research can also address emerging trends, values, and norms in teacher education, management and leadership trends, teacher cognition, classroom practice, and data-driven evaluation of teacher education courses and programs. Other topics relevant to teacher education not mentioned here are also welcome. Full-length articles (4,000–5,000 words) are strongly encouraged. Potential authors can also submit research briefs (1,000–2,000 words) of an ongoing or completed study. Studies conducted in countries outside of ASEAN should have implications that are relevant for the region.

##### *A. Research articles should include:*

1. **Introduction:** Provide an overview of the topic, the context, and the article's purpose.
2. **Literature Review:** Include relevant literature related to the research topic. The literature review should be presented thematically. Please observe a decade-old citation of literature.
3. **Research Questions/Objectives:** List the questions/objectives that the research aims to answer/address. If possible, provide the major goal of the study and the specific research questions or objectives.
4. **Participants:** Describe the participants involved in the research and the sampling process utilized in the study.





5. **Methodology:** Describe how the research was carried out. This section should include sub-sections such as research design, instruments, procedures or data collection, and data analysis.
6. **Findings and Discussion:** State the findings and critically discuss the strengths and gaps in the current research. This section must have sub-levels coherent with the identified objectives/questions. In each sub-level, present the data in tabular or graphical format following APA style (7<sup>th</sup> ed.). Discussion per theme should highlight a) trends in data, b) inferences, insights, and implications of findings for practice, policies, or theories, and c) literature citations.
7. **Implications:** State some implications of the findings for teacher education and/or teaching.
8. **Conclusion:** Restate your research, highlight its significance, and make suggestions for future research on the topic.

*B. Research briefs (about 2 pages) should include:*

1. **Background of the Study:** Provide the context and purpose of the study.
2. **Focus of Study:** Include the research questions or the aims of the study.
3. **Research Design:** Describe how the research was carried out.
4. **Participants:** Describe the participants involved in the study.
5. **Key Findings:** State the main findings.
6. **Significance of Findings:** State the importance of the above findings.

**Section 2: Review Articles**

Review articles (4,000–6,000 words) should provide a comprehensive summary of research and a critical perspective on a particular focus or discipline in education. Authors should draw conclusions from the literature reviewed and identify research areas and questions for future research. Cited literature must be articles published within the last ten years from the time of writing.

*Review articles should include:*

1. **Introduction:** Provide an overview of the topic, the context, and the purpose of the review.
2. **Key Advances:** Highlight key advances that have been made and areas where more focused research may lead to greater impact and understanding of the topic.
3. **Methodological Section:** Provide details/information on the research design, participants, research locale, data collection and analysis, and ethical considerations.
4. **Results and Discussion:** State the findings and present a critical discussion of the strengths and gaps in the current research.
5. **Conclusion:** Highlight the unknowns that remain and make suggestions for future research on the topic.

**Section 3: Teaching and Assessment Practices**

This section comprises articles on teaching and assessment strategies that have been shown to be effective in the classroom, both in schools and teacher education institutions. The articles





(3,500–4,000 words) can be based on innovative practices that have been proven effective in authentic classroom settings and are preferably supported by action research findings.

*The article should include:*

1. Introduction: Provide the purpose of the article, the context in which the strategy is used, and evidence for the effectiveness of the strategy. It would be best if the author designs the manuscript using an action research framework.
2. Action research intervention: Describe the intervention.
3. Strategy:
  - a. Describe the teaching or assessment strategy.
  - b. State the pedagogical or assessment principles underpinning the strategy.
  - c. Include the lesson or activity outline to show how the strategy is enacted.
  - d. Conclusion: Provide considerations for the application of the strategy.  
(Authors should take into consideration ASEAN educational settings.)

#### **Section 4: Book Reviews**

This section publishes academic book reviews of important or interesting new titles that are relevant to the scope of the journal. Each review (2,000–3,000 words, which excludes the title, authors' information, abstract, list of references, figures, tables, and appendices) can be written as a complete prose with the aim of informing journal readers of the purpose and quality of a book and explaining how it contributes to the current literature on a topic. Graduate students are encouraged to contribute book reviews to this journal.

*Book Reviews should include:*

1. Title: Include an effective title, the name(s) of the author(s), the affiliation(s) and address(es) of the author(s), and the email address of the corresponding author.
2. Abstract: Write an abstract of 150–200 words.
3. Keywords: Include 3–4 keywords.
4. Citation and Price: State the necessary information about the book reviewed and its price.
5. Summary: Summarize the various parts of the book and its key arguments.
6. Significance: Discuss the significance of the book and its relevance to the intended readership.
7. Critique and Recommendation: Include a summary of the critique of the book and make recommendations.
8. Reviewer's Particulars: State the reviewer's name and institution.

