

Guest Editors' Introduction

“Publish or Perish”: The Role and Meaning of “Research” in Teacher Education Institutions

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Over recent years a great deal of attention has been given to reforming teacher education and, indeed, the work and processes of schools and faculties of (teacher) education. Consequently, there has been considerable change in the demands made of, and expectations placed upon, the education professoriate. Typically, this professoriate, especially those involved in teacher education, has been heavily involved in the field. Perhaps for this reason, some members have placed little emphasis on roles associated with scholarship and research, roles that are more central in the work of those in many other academic disciplines where the production of scholarship and research-based information is central to

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institutional expectations. This less concentrated focus on research and scholarship may be one reason why teacher educators, in particular, are often not highly regarded in traditional university circles. Given the climates within universities at the end of the century, the beginning of a new millennium, there are many pressures facing faculties of education and their professoriate. One of these pressures rests in increased expectations concerning the production of research findings and the publication of scholarship.

This Theme Issue, "Publish or Perish": The Role and Meaning of 'Research' in Teacher Education Institutions," is international in its representation of teacher educators' experiences. The articles include teacher educators' autobiographical accounts and personal narratives about the complexities, difficulties, challenges, dilemmas, prospects, and promises of researching within the academy as well as more distanced analyses of these same issues. We were interested in presenting articles which heighten rather than simplify the complexity of processes, conditions, and expectations associated with researching and being scholars within universities and colleges, schools, and faculties of teacher education.