

## Interrogating Student-Teachers' Transformative Learning Role, Resources and Journey Considering Pedagogical Reform in Teacher Education Continuums

**Authors :** Nji Clement Bang, Rosemary Shafack M., Kum Henry Asei, Yaro Loveline Y

**Abstract :** Scholars perceive learner-centered teaching-learning reform as roles and resources in teacher education (TE) and professional outcome with transformative learning (TL) continuum dimensions. But, teaching-learning reform is fast proliferating amidst debilitating stakeholder systemic dichotomies, resources, commitment, resistance and poor quality outcome that necessitate stronger TE and professional continuums. Scholars keep seeking greater understanding of themes in teaching-learning reform, TE and professional outcome as continuums and how policymakers, student-teachers, teacher trainers and local communities concerned with initial TE can promote continuous holistic quality performance. To sustain the debate continuum and answer the overarching question, we use mixed-methods research-design with diverse literature and 409 sample-data. Onset text, interview and questionnaire analyses reveal debilitating teaching-learning reform in TE continuums that need TL revival. Follow-up focus group discussion and teaching considering TL insights reinforce holistic teaching-learning in TE. Therefore, significant increase in diverse prior-experience articulation<sup>1</sup>; critical reflection-discourse engagement<sup>2</sup>; teaching-practice interaction<sup>3</sup>; complex-activity constrain control<sup>4</sup> and formative outcome- reintegration<sup>5</sup> reinforce teaching-learning in learning-to-teach role-resource pathways and outcomes. Themes reiterate complex teaching-learning in TE programs that suits TL journeys and student-teachers and students cum teachers, workers/citizens become akin, transformative-learners who evolve personal and collective roles-resources towards holistic-lifelong-learning outcomes. The article could assist debate about quality teaching-learning reform through TL dimensions as TE and professional role-resource continuums.

**Keywords :** transformative learning perspectives, teacher education, initial teacher education, learner-centered pedagogical reform, life-long learning

**Conference Title :** ICTES 2023 : International Conference on Teaching and Education Sciences

**Conference Location :** Sydney, Australia

**Conference Dates :** August 24-25, 2023