



Foreword of the Deans

It is with great pleasure and pride that I welcome readers to this special English-language issue Without Border: Theory and Practice in the Teacher-Training of the Journal of Early Years Education. This volume stands as a testament to the spirit of collaboration that transcends geographical and cultural boundaries – a shared commitment to exploring how teachers are prepared to meet the diverse and evolving needs of learners around the world.

Teacher education has always been more than the transmission of knowledge; it is an ongoing dialogue between theory and practice, reflection and innovation, local realities and global perspectives. The studies presented in this issue exemplify this dialogue.

The contributors – distinguished scholars and dedicated practitioners from the United States and Hungary – offer not only research findings but also pathways for real educational change. Whether through literature, inclusive pedagogy, or digital literacy, each paper illuminates the many ways in which teachers shape minds and build bridges across cultures.

I am particularly pleased that this publication continues our faculty's long-standing commitment to fostering international cooperation.

I would like to express my sincere appreciation to the editors, authors, and reviewers whose efforts made this issue possible.

I hope that all readers will find the following pages inspiring and enlightening.

Dr. Éva Márkus
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Dear Reader,

It is my privilege to introduce this special issue, the result of a collaboration between the University of Wisconsin–Platteville School of Education faculty and the ELTE TÓK at Eötvös Loránd University in Budapest. This edition highlights the diverse pedagogical practices employed by faculty at both institutions to prepare future teachers for the complex realities of today's classrooms.

Teacher education is a demanding endeavor. Future educators must be equipped not only to teach academic content effectively but also to understand and respond to their students' cognitive and emotional needs. In addition, schools increasingly serve linguistically, culturally, and racially diverse populations, requiring teachers to adapt instruction to affirm students' identities and foster their growth as individuals.

While these challenges are significant, teacher education programs and their faculty work tirelessly to research and implement innovative practices that shape the knowledge, skills, and dispositions of tomorrow's teachers. This special issue showcases such innovations – ranging from literacy development and inclusive education to social-emotional learning, interdisciplinary approaches, technology integration, and music education. Each contribution reflects a shared commitment to preparing pre-service teachers for excellence in their future classrooms.

Equally important, this collection demonstrates the value of cross-national collaboration. Partnerships like this create opportunities for teacher educators to compare and contrast practices, learn from one another, and engage in constructive dialogue that strengthens the field.

At the University of Wisconsin–Platteville, we take pride in preparing teachers for the rural contexts where many of our graduates serve. Our program emphasizes a strong liberal arts foundation and excellence in teacher education through community engagement, project-based learning, and experiential opportunities. This collaboration enriches those efforts by fostering cross-institutional learning – highlighting both differences and commonalities and encouraging continuous improvement in teacher preparation.

We hope this special issue sparks meaningful conversations, offers valuable insights, and contributes to advancing pedagogical practices that benefit pre-service teachers not only at our two institutions but across the broader educational community.

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