

**Editor's
Introduction:
Pedagogy and Community —
Understanding Situated Contexts
in Learning To Teach**

We are proud to present the Fall 2003 issue of *Teacher Education Quarterly*. Using the theme “Pedagogy and Community: Understanding Situated Contexts in Learning to Teach,” this issue offers an outstanding collection of articles that speak to the complexities and diversity of educational environments beyond the traditionally defined classroom. The authors contributing to this issue all have engaged in rigorous scholarly inquiry aimed at expanding our understanding of the contexts of teaching and learning and reminding us to recognize and embrace the larger community in which schools are situated.

The Fall issue opens with “Fostering Positive Dispositions Toward Diversity: Dialogical Explorations of a Moral Dilemma” by Elza Major and Cynthia Brock, a fascinating examination of how the powerful nature of prior beliefs among preservice teachers affects the degree to which critical reflection is perceived and practiced.

Kay Wohlhuter and Elizabeth Quintero follow with “Integrating Mathematics and Literacy in Early Childhood Teacher Education: Lessons Learned,” a chronicle of course development focusing on the connections between mathematics and literacy and how the authors challenged traditional notions that separate subject matter.

Furthering the issue of preparing elementary teachers in mathematics, Romelia Morales, Hal Anderson, and John McGowan offer “Mathematics Pedagogy and

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Content in a Blended Teacher Education Program.” The authors present the results of their experiences in developing a course designed to emphasize pedagogical content knowledge in a blended teacher preparation program. Their study reflects a growing commitment to the notion that preparing teachers requires a strongly coherent connection between content knowledge and pedagogical knowledge.

The next three articles deal specifically with ideas related to expanding pedagogy and content beyond the classroom and into the local and global communities at large. Maureen Porter, in her article “Forging L.I.N.C.S. among Educators: The Role of International Service-Learning in Fostering a Community of Practice,” asks the question: What does it mean to be an educator in the global village? In providing a rich description of a University of Pittsburgh program focusing on leadership in service-learning, Porter also presents through reflection and action in an international community project environment compelling data in support of communities of practice.

Diane Yendol Silva, in “Triad Journaling: A Tool for Creating Professional Learning Communities,” offers the results of a research study investigating the multiple ways in which student teacher journaling helps to facilitate a community of inquiry in the context of learning to teach. Silva suggests that teacher educators need to be responsible for helping create a learning environment conducive to questioning and intellectual exploration within the student teaching triad.

Karyn Cooper follows with “From Left Field to Safe at Home-Base: Building Community in the Pre-Service Classroom and Beyond,” a wonderfully written personal reflection of what happens when classroom teachers transform traditional alienating teaching practices into manifesting learning environments where students and teachers collaborate in creating community. Readers will surely appreciate the dilemmas posed by Cooper and will be challenged by her suggestions requiring alternative perspectives about the purpose of education.

In “Interventions for Promoting Gender Equitable Technology Use in Classrooms,” authors Melinda Bravo, Lucia Gilbert, and Lisa Kearney present the results of their research study into innovations promoting gender equity in classrooms emphasizing the use of technology. The authors provide strategies and specific interventions for breaking stereotypes and fostering a more gender-equitable approach to the use of technology in classroom settings.

The Fall issue concludes with an outstanding article, “The Impact of Home Visit in Students’ Perception of Teaching” by Claudia Peralta-Nash, that examines the relationships between school, community, and home through preservice teacher practicum experience. Historically, little attention in learning to teach has been placed within the context of the families and homes in which children live. Peralta-Nash provides compelling evidence to suggest that this oftentimes overlooked aspect of learning to teach offers insightful and valuable perspectives related to student learning.

Please look for the upcoming Winter 2004 issue of *Teacher Education*

Thomas Nelson

Quarterly, “Critical Pedagogy in Teacher Education,” an editor-invited issue featuring some of the most important voices in the field, including a re-printed conversation with Paulo Friere. Pepi Leistyna of the University of Massachusetts, Boston, Magaly Lavadenz of Loyola Marymount University and WestEd, and myself have teamed to guest-edit this fascinating collection of articles guaranteed to engage and challenge our professional perspectives and responsibilities.

We have seen a dramatic increase in both the number and quality of manuscript submissions to *Teacher Education Quarterly* over the past few years, and have received a great deal of positive feedback from our readers, suggesting that this journal is becoming one of the most highly recognized and influential periodicals in the field of research on teacher education. I’d like to personally thank all of the authors who have contributed to *Teacher Education Quarterly*, as well as all of the outstanding reviewers on our Panel of Readers.

As always we welcome your comments and feedback. Please visit our website at www.teqjournal.org

— **Thomas Nelson**
Editor