

Editor's Introduction: Diverse Perspectives in Theory and Practice

Our work as teacher educators directly engages us in the challenges inherent in moral and ethical dilemmas associated with developing and nurturing human relationships. Too often our perceptions of what it is we do as educators are limited to conceptions of delivery of academic knowledge and technical skills which tend to frequently overshadow other important aspects of what it means to be an educated person. Some of the ideas presented in this Spring 2001 issue of *Teacher Education Quarterly* draw attention to the more creative, spiritual, critical, and communal aspects of the educational endeavor. Education is a complex change process ultimately centering on the intersection between the teacher, student, and curriculum. We commonly think of this practice as deliberate and predictable, when, in fact, a multitude of perspectives and variables influence the degree and depth to which the educational experience is manifested. Often in contrast with established goals and objectives, what is actually learned, what knowledge is socially constructed, is often completely unpredictable. Therein lies the beauty and magic each one of us shares as participants in a community of learners. There are countless numbers of pathways that may guide the work of active learners in their pursuit of becoming teachers.

The articles included in this issue highlight the on-going tension between an education for meeting prescribed standards and the moral, ethical, and spiritual aspects of what it means to be human. This collection of articles represents the work of authors with diverse perspectives in both theory and practice and addresses some of the underlying moral and ethical questions related to on-going program development, research methods, critical inquiry, and theoretical foundations of teaching practice. I hope you enjoy the journey represented herein.

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The issue opens with two fascinating articles aimed at broadening our perspectives of what it means to be a teacher. "Cultivating Spiritual Reflectivity in Teachers" by Clifford Mayes of Brigham Young University is an insightful look into an area often overlooked in teacher education, the role of spiritual beliefs in the preparation of teachers.

Tom Griggs, from the University of Northern Colorado, follows with "Teaching as Acting: Considering Acting as Epistemology and Its Use in Teaching and Teacher Preparation," an effort aimed at better understanding the relationship between the theater and education.

In "The Moral Basis of Mentoring," Diane Yendol Silva of the University of Florida and Alan R. Tom of the University of North Carolina explore a reconceptualized vision of mentoring, and expand upon Tom's seminal work, *The Moral Craft of Teaching* (1984).

Rodney S. Earle, Susan Seehafer, and Margaret F. Ostlund of Brigham Young University, in "Systemic Reform in Teacher Education: Quality Teachers through Partnering," report on the historical developments over the past fifteen years of a university-school partnership originally established under the guiding work of John Goodlad, and the ways in which their teacher preparation programs have been restructured as a result of their on-going efforts.

In "Using Qualitative Action Research To Effect Change: Implications for Professional Education," Caren Sax and Douglas Fisher of San Diego State University examine the translation of theory into practice within a learning community of teachers and students along the California-Mexico border.

Jane A. Van Galen and Venta Silins of the University of Washington, Bothell, follow with "Juxtaposing Practice, Research, and Theory: A Course for Inservice Teachers." In this article the authors present findings from a collaborative model approach within a research methods course for inservice teachers.

In the third article in this issue to come out of Brigham Young University, Robert V. Bullough, D. Cecil Clark, Nancy Wentworth, and J. Merrell Hansen give us "Student Cohorts, School Rhythms, and Teacher Education," a research report of a secondary teacher education cohort program which has shown to have marked success.

Finally, we conclude with "Literacy Expanded: The Role of Media Literacy in Teacher Education" by Gretchen Schwarz of Oklahoma State University. In this article, Schwarz argues for inclusion of media literacy in teacher education programs for the purpose of "stimulating critical thinking in a media-dominated age."

I'm sure you will find the diverse perspectives presented in this issue thoughtfully conceived and well articulated. It is my hope that through engaging in this work readers will find themselves stretching into an expanded territory of critical thought and reflective practice. As always, we at *Teacher Education Quarterly* look forward to your comments and suggestions.

—Thomas Nelson
Editor