

Editor's Introduction: The Summer Collection

The articles comprising the Summer Collection represent a diverse set of research topics and methods that are indicative of the wide-ranging interests of our readers and contributors. Each of the articles in this issue was ultimately accepted through our open submission process after rigorous review by members of our panel of readers and editorial staff. Each article went through several revisions prior to acceptance, and the results of everyone's hard work is evident in this outstanding issue. I want to thank all of those who have helped shape the work appearing here, as well as extend my gratitude to all of the authors whose contributions help challenge and expand our perspectives throughout the field of teacher education.

I'm also pleased to announce that Barbara Levin, University of North Carolina, Greensboro, has accepted an appointment to serve as associate editor, joining Jerry Brunetti of St. Mary's College on our editorial staff. Barbara is a gifted scholar and dedicated teacher educator whose contributions will have a profound impact on furthering our presence as one of the finest journals in teacher education. Please join me in welcoming Barbara to *Teacher Education Quarterly*.

The Summer Collection opens with "Through the Looking Glass: Self-Study in an Era of Accountability" by John Kornfeld, Perry M. Marker, Martha Rapp Ruddell, Thomas Cooke, and Phyllis Fernlund of Sonoma State University, an honest and poignant article detailing an in-house program assessment through the use of practitioner research methods. As teacher education programs come under ever-increasing politically derived systems and programs of accountability, it becomes critical for faculty in schools of education to make formal reflective inquiries into practice and teacher candidate outcomes. This wonderful written self-

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study will be valuable to all those contemplating the quality of their programs in light of legislative demands.

Funmi A. Amobi, from Arizona State University, follows with "Reflections on the Transformation in a Teacher Educator's Teaching of Educational Philosophy," an exceptional piece of reflective inquiry by a professor in the midst of transforming her orientation toward teaching educational philosophy to a more constructivist approach after years of formal education in Nigeria where pedagogical practices based on the British system were quite traditional.

"Preservice Teachers' Attitudes about Writing and Learning to Teach Writing: Implications for Teacher Educators," by Chris Street at California State University, Fullerton, provides useful findings in his study of teacher candidates and their attitudes toward writing and their impending responsibility to teach writing at the middle school level.

William J. Matthews of the University of Massachusetts follows with "Constructivism in the Classroom: Epistemology, History, and Empirical Evidence," a set of arguments challenging conventional views of constructivism and developmental approaches to teaching and learning. In this article the author provides an historical perspective and critical analysis of constructivism and developmental education and suggests that emphasis needs to be redirected toward preparing teachers to be more actively engaged in scientific methods in order to improve students' academic achievement.

Annemaree Carroll, Chris Forlin, and Anne Jobling provide the results of their quantitative study analyzing teacher preparation in special education programs in Australia in "The Impact of Teacher Training in Special Education on the Attitudes of Australian Preservice General Educators Toward People with Disabilities."

In "Alchemy and the Teacher," Clifford Mayes of Brigham Young University explores Jungian psychology in advancing a beautifully written analysis of alchemy as a metaphor through his work with the dilemmas facing a novice teacher. Readers will likely find this research a fresh and challenging departure from more traditional inquiry methods.

Clare Kosnik and Clive Beck from the Ontario Institute for Studies in Education at the University of Toronto follow with "The Contribution of Faculty to Community Building in a Teacher Education Program: A Student Teacher Perspective." The authors present the results of a study of student teachers and their experience working in a highly collaborative professional environment, and suggest that schools of education model successful community building principles.

In closing this issue, Lisa Goldstein of the University of Texas and Vickie Lake of Florida State University present "The Impact of Field Experience on Preservice Teachers' Understandings of Caring." In this article the authors present the findings of their study highlighting the critical nature and complex understandings of caring-centered learning environments.

We at *Teacher Education Quarterly* are proud to once again provide our

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readership with a collection of outstanding articles that help continue to expand professional practices, understandings, and perspectives within our field. Your comments and reactions are welcome. Please visit us at: www.teqjournal.org

— **Thomas Nelson**
Editor