

Editor's Introduction: Constructivism and Other Approaches to Teacher Education

This Summer 1994 issue of *Teacher Education Quarterly* is comprised entirely of articles accepted by our Panel of Readers from among unsolicited submissions received from the field. The theme "Constructivism and Other Approaches to Teacher Education" has been assigned because three of the articles explore constructivist theories for the field, while the other seven pieces offer alternative approaches and insights.

Penny Oldfather of the University of Georgia is a co-author of the first two articles. In "Stalking the 'Fuzzy Sunshine Seeds': Constructivist Processes for Teaching about Constructivism in Teacher Education," she and co-authors Suzann Bonds and Tara Bray of the Gwinnett County Public Schools provide background on constructivist theory and describe practical applications. In "Drawing the Circle: Collaborative Mind Mapping as a Process for Developing a Constructivist Teacher Preparation Program," Oldfather collaborates with University of Georgia colleagues Brenda H. Manning, C. Stephen White, and Laurie E. Hart to expand the theoretical base of constructivism in teacher education. In the third article, "Individual Constructivist Teacher Education: Teachers as Empowered Learners," Gaile S. Cannella of Texas A&M University and Judith C. Reiff of the University of Georgia examine specific applications of constructivism in teacher education and its relevance for teachers.

In "Reflection and Imagination: An Wholistic Approach to Teacher Education," Robert P. Craig of the University of Houston discusses his experiences with the "Reflective Inquiry Teacher Education" program on his campus, focusing in

Editor's Introduction

particular on the relationship between values and teacher skills. The next article, "An Experiment in Teacher Preparation: Teacher Education for Civic Responsibility" by Keith Hillkirk, Joan McMath, Barbara Reeves, Martha Smith-Singleton, and William Smith of Ohio University, also reports on a teacher education program stressing values—the "Teacher Education for Civic Responsibility" program on their campus.

Continuing with campus-based reports, Amy Driscoll, Nancy Benson, and Cheryl Livneh of Portland State University in "University/School District Collaboration in Teacher Education: Outcomes and Insights" discuss the successful implementation of collaborative teacher education efforts between their university and neighboring school districts. Similarly, in "Preservice Teachers Study Themselves as Readers: One Component in the Education of Reading Teachers," Ken Winograd of Oregon State University and Sherry Rosen of the University of Oregon describe implementation of a self-study approach in the preparation of reading teachers.

"Multicultural Social Reconstructionist Education: Design for Diversity in Teacher Education" by Renée Jeanne Martin of the University of Toledo advocates the use of social reconstructionist theory to bring about the change necessary to meet the call for diversity among our nation's teachers. Also with respect to diversity in the schools, Mary John O'Hair of Texas Tech University and Eero Ropo of the University of Tampere in Finland present "Unspoken Messages: Understanding Diversity in Education Requires Emphasis on Nonverbal Communication."

This issue concludes with "An Alignment/Transfer Experiment with Low Socioeconomic Students" by June Isaacs Elia of Holy Names College, reporting research findings that stress the importance of instructional methodology.

While the approaches to teacher education considered in these ten articles are extremely varied, each offers insight based upon theory, research, implementation, and practice, and each promises new richness for teacher educators seeking to expand current horizons. It is our pleasure to present these challenging and promising reports for the consideration of our readers.

—**Alan H. Jones**
Editor and Publisher