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Editorial

Katherine Barone

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Editorial

Katherine Barone

Welcome to Issue 16 of the Journal of Pedagogy, Pluralism and Practice. This issue represents a collection of writings that frame contemporary developments in areas of teaching and learning both in the classroom and in practice contexts.

Before discussing the individual contributors, I would like to acknowledge and thank Robyn Belair for her outstanding work to assist us with reconfiguring the journal website and collaborating with the Editorial Board to improve our web presence. We are in the midst of another transition and hope that access to the journal will become even more facile as improvements are being made even as I write. One such example is having the journal referenced in the EBSCO host databases. We are in discussion with them to increase the visibility and global reach for scholars publishing in the Journal.

After two years of serving as Executive Editor, I will be stepping down after this issue due to university commitments this year. I would like to introduce the new Executive Editor, Dr. Arlene Dallalgar. She has a long history with the journal, having been one of its founders and having previously served as Executive Editor in the 1990's. Of course, I will remain on the Board and am excited to continue with my colleagues in this endeavor.

This issue profiles a series of themes. There is a thread of praxis linking personal experience with theoretical underpinnings in teaching, therapeutic practice and public service. Sarah Wall's article of her own experience in doctoral work within feminist theorizing; Rick Reinkraut's examination of the multiplicities of variables impacting both therapist and client experiences; and Edgard Telles Ribeiro's reflections on his long service in diplomacy and issues related to international relations all illustrate epistemological dynamics of teaching and practice.

Another thread utilizes both quantitative and qualitative research methodology to examine pedagogy in various academic settings across the globe. Diamond Dziva and colleagues examine teacher's perspectives on indigenous knowledge through survey of science teachers in Zimbabwe; Bill Boyle and Marie Charles' Manchester, UK based case study of multimodal teaching and learning for preschool communicators; and Robert Wauhkonen's interviews with undergraduate college students in the United States on their experiential learning as contributing to their liberal arts foundations, represent valuable ways data can enrich our knowledge of teaching and learning.

In this issue we inaugurate a new section for excellence in student scholarship. Safiya Jardine paper was written for an undergraduate class at Lesley College. Additionally, she was mentored to revise and re-submit for publication by her faculty member. The Editorial Board

is enthusiastic about encouraging other faculty at Lesley University to also consider student papers that might qualify for publication in the Journal. Please see student submission guidelines for details.