Editorial

Introduction

This issue of *Teaching and Teacher Education* opens with an article that examines issues related to the goal of promoting active learning for elementary and secondary students, a goal shared by many countries around the world. Active learning is defined as involving a learner's impact on and active involvement in the learning process, and is seen as occurring in connection with both individual and cooperative learning strategies. The paper reports on perspectives of active learning, as viewed by teacher educators, student teachers, inservice teachers, and elementary and secondary school pupils in Finland. Data from questionnaires and interviews are used to provide comparisons of perspectives; teacher educators' views are compared to those of student teachers, and teachers' views are compared to those of pupils. Views on productive uses of active learning as well as obstacles to active learning are reported. The author concludes that changes are needed in both teacher education programs and schools if the goal of increased use of active learning is to be accomplished, arguing that teacher educators need to use more active learning strategies in their work with prospective teachers, and that schools need to provide more support for teachers to implement these strategies with their pupils (Active learning—a cultural change needed in teacher education and schools, Hannele Niemi, Finland).

The next two articles report on projects that implement approaches that share some characteristics of active learning. The first paper describes the process of collaborative self-study engaged in by a group of teacher educators seeking to improve their supervision of student teachers, in order to promote more active reflection on teaching by these novice teachers. Themes reflect-ing what the teacher educators learned from the collaborative self-study process are illustrated by excerpts from their individual narratives. In addition to the learning outcomes discussed, the paper explores issues related to the self-study process, such as appropriate criteria to use in selecting participants, and how best to share results with others outside the group (Relearning the meaning and practice of student teaching supervision through collaborative self-study, Carmen Montecinos, USA, Verlee Cnudde, Belgium, and Maili Ow, Maria Cristina Solis, Emy Suzuki, and Marta Riveros, Chile). The second paper of this pair reports on results of a design experiment to explore an alternative metaphor for teaching, teaching as persuasion. According to the authors, teaching by persuasion involves convincing students to look differently or more deeply at some concept or subject. The approach draws on emotion and affect as well as critical thinking and reasoning, builds carefully on students' prior knowledge, beliefs, and interests, and guides students to more grounded understandings within academic domains. In the design experiment science lessons for sixth and seventh graders used a persuasion approach, and results were compared to lessons on the same topic using a more typical, textbook-based approach. In addition, teacher-led persuasion lessons were compared to student-led persuasion lessons. Results showed significant differences with regard to students' knowledge, beliefs, and interest. The authors discuss possible explanations and implications of the results. They consider as well the potential barriers to more widespread exploration of the teaching as persuasion metaphor, noting that teacher acceptance and implementation of any new instructional model can be problematic (Teaching

as persuasion, Patricia A. Alexander, Helenrose Fives, Michelle M. Buehl, and Julie Mulhern, USA).

The second set of articles highlights issues related to productive educational experiences for experienced teachers. All three articles emphasize the importance of teacher choice, long-term involvement, and collegial interaction as key features of productive learning experiences. The first paper in the set examines teacher perceptions of inservice and professional development experiences, obtained through surveys and interviews, and contrasts views of school or district inservice activities with those supported by a school/ university partnership. Teachers' interview comments are used to illustrate conditions that promote workplace learning according to adult learning theories. These conditions are frequently reported by teachers in this study as characteristic of the school/university partnership activities, but are rarely associated with school/district inservice experiences. Recommendations are made for productive redesigning of professional development opportunities for teachers (Inservice training or professional development: Contrasting opportunities in a school/university partnership, Judith Haymore Sandholtz, USA). The second paper in this set presents the results of an experimental teacher training study in The Netherlands, which considered the effects of year-long training when constructivist principles of teaching were integrated into each of two alternative instructional models: cognitive apprenticeship and direct instruction. Pre- and post-observations of teacher behavior in each of two training groups (cognitive apprenticeship model and direct instruction model) were compared with observations of a control group of teachers. All lessons observed focused on teaching of reading comprehension. Results showed that each experimental group implemented some (but not all) of the characteristics of their model significantly more than did the control group. In post-lessons both training groups exhibited a higher quality of general instructional behavior than the control group, and spent more lesson time on metacognitive skills. Authors conclude that appropriate training in specific models (including features like teacher choice of

training model and year-long training with support for classroom practice of strategies learned) can lead to improved instructional behavior (The effects of teacher training on new instructional behavior in reading comprehension, Bernadet de Jager, Gerry J. Reezigt, and Bert P.M. Creemers, The Netherlands). The third paper in this set describes a program designed to impact teacher beliefs, skills, and strategies related to parental involvement. Teachers in two US schools with high-risk pupil populations chose to participate in the program or to serve as part of a control group. Data included pre- and post-measures of teacher efficacy, beliefs about parent efficacy in promoting academic success of pupils, and beliefs about parental involvement. There were no significant differences between participants and control group in any pre-measures, while participants had significantly higher scores on post-measures of teacher efficacy and beliefs about parent efficacy. Participants' written feedback from each of six program modules provides evidence to support three principles that were used to guide the program design and implementation (Teachers involving parents (TIP): results of an in-service teacher education program for enhancing parental involvement, Kathleen V. Hoover-Dempsey, Joan M.T. Walker, Kathleen P. Jones, and Richard P. Reed, USA).

The third set of articles includes two studies of experiences in the early years of teaching which note the impact that collegial relationships can have in shaping these experiences in positive or negative ways. The first paper in this set presents a case study spanning 7 years in the life of an early childhood educator in Australia. The study follows the teacher from her pre-service program through her initial years of teaching to her decision to leave the profession. Data include representational drawings of the teacher's metaphors, depicting her perception of her professional situation in each of the 7 years, together with her commentary on the drawings and metaphors obtained in open-ended interviews. Analysis explores changes over time in the teacher's metaphors, which reveal her perceptions of the contexts in which she found herself, as well as her visions and goals for teaching in those contexts. A critical

aspect of the school contexts highlighted by the metaphors was the lack of collegial support and the sense of isolation the teacher experienced. The author comments on both the power and the limitations of metaphors and metaphor analysis, and suggests possible implications of this case study for future work related to teacher attrition (Becoming, being, and unbecoming an early childhood educator: a phenomenological case study of teacher attrition, Jennifer Sumsion, Australia). The second study in this pair describes the experiences of two first-year middle school science teachers in the US, and their induction into teaching through a job-sharing assignment. Based on observations, interviews, and teacher journals, the study reports on their strengths, difficulties, and growth over the course of the year, using the metaphor of a "marriage". The support they provided each other is an important feature contributing to their growth. The roles played by a mentor teacher, an assistant principal, and a principal are discussed as well. The author considers possible implications for improving induction into teaching (Job sharing their first year: a narrative of two partnered teachers' induction into middle school science teaching, Charles J. Eick, USA).

The issue ends with an essay review of a book by Les Tickle, *Teacher Induction: The Way Ahead*. Tickle proposes ways to approach the transition from student teacher to teacher of students such that the necessary collegial support emphasized in the last two studies would be a more omnipresent feature of schools. Tickle advocates viewing the teacher as an active creator of professional practice, who learns through teamwork and interaction with colleagues, and engages in on-going action research. The reviewers provide useful background on prior work on teacher induction. They are supportive of Tickle's point of view, but question the emphasis on action research as the only option suggested as a contributor to continued professional development (Teacher induction at the crossroads: an attempt to harmonize the chaos; An Essay Review of *Teacher Induction: The Way Ahead*, by Les Tickle (UK); Douwe Beijaard, The Netherlands, and Zoi P. Papanaoum, Greece).

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