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Exploring Teaching and Learning:
Pre-Kindergarten through Adults



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Pre-Kindergarten through Adults

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JOURNAL OF THE INTERNATIONAL SOCIETY FOR TEACHER EDUCATION

Volume 19, Number 2

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Karen Bjerg Petersen and Peggy J. Saunders5

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About this JISTE

Karen and I would like to welcome and thank Dr. Leanne Taylor from Brock University who has come onto the editorial staff with this edition. Her help in editing now and in the future is greatly appreciated. Unlike journals from larger organizations, JISTE is an entirely volunteer operation. The bulk of the work is done by the two editors – Karen Berg Petersen and Peggy Saunders. The lead editor, Dr. Petersen, acquires the articles and sends them out for review by two of our volunteer reviewers from around the world. Once the articles are returned to her, she communicates with the authors to let them know if the article was approved, needs revision, or was rejected. The accepted articles then come to Dr. Saunders who does the final editing and layout for the journal. During this stage, the English is standardized, citations are checked, and the entire paper is organized using the APA style guide. We appreciate your patience each time we commence with another edition of JISTE.

About this Edition

This edition is eclectic in its selection of articles. Several of them were originally presented at the seminar in Turkey, but due to the size of that edition, the articles were moved to this edition. We especially thank those authors who have waited patiently for the publication of their articles. The articles for this edition come from Nigeria, Denmark, Brazil, Australia, and the USA.

The articles span all aspects of education. The first two articles focused on pre-school teachers: one evaluated their knowledge and skills in Nigeria, and the other discussed teaching sustainable practices in rural Australia. The next two articles examined primary education through two different lenses: one investigated pupils' environmental knowledge, and the other studied the primary curriculum to determine learning outcomes for junior secondary school students. Both of these articles were from Nigeria.

The next four articles are grounded in teacher education at the college/university level. The first article from Denmark, based on the "Anholt Project," discussed how informal/non-formal learning should be considered by teachers especially for those who leave school early. In an article from Nigeria, the argument was made that who is teaching the class can affect the student outcomes. Using course syllabi, the article from the US examined how coursework in English as a second language courses can promote student advocacy. The last article qualitatively assessed teaching and learning materials as content in teacher education coursework and practicum situations in Denmark.

The last article examined how educational leadership that is stable and sustained can affect the teaching and learning results in schools. This final article comes from Brazil where the author studied four different municipalities and their schools.