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Editorial Introduction

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Whether in the PreK-12 classroom or at the college level, action research empowers researchers to observe, reflect and take action on their own practice. In Volume 17, Number 1 of *Networks: An Online Journal for Teacher Research* educators/researchers illustrate how their personal inquiries impacted their practice as pre-service teachers, classroom teachers, or university instructors. The articles in this edition encourage educators to listen to the voices of the students they teach because student voices can teach teachers.

Applying critical pedagogy in his classroom, Horn brings the voices of his 8th grade Language Arts students into his research to understand what students perceive to be empowering or disempowering in his article "From Knowing to Understanding Student Empowerment: A Narrative Approach to Research in a Middle School." Through narrative research, Horn found that students felt that constructive cooperative work, or working within communities of practice, was an empowering practice, as was developing culturally relevant relationships with teachers.

In a collaborative endeavor, Klein and pre-service residents, school mentors and university faculty reflect on how student teachers become teachers. "Making the Leap to Teacher: Pre-Service Residents, Faculty, and School Mentors Taking on Action Research Together in an Urban Teacher Residency Program" was the result of a collaboration involving experienced action researcher/mentors, pre-service teachers conducted their own research projects in how to become better teachers. In the process, mentor teachers became teacher leaders in their schools and action research became an empowering practice and an essential component of the education program.

Working with students who are living in poverty has become a unfortunate reality for teachers, however, many pre-service teachers do not have an understanding of the impact of poverty on school achievement. In Leko and Mundy's research about "Uncovering and Informing Preservice Teachers' Prior Knowledge about Poverty," pre-service teachers were surveyed about their prior knowledge about poverty in schools which allowed the authors to adjust their instruction to strengthen the pre-service teachers' understanding about poverty.

Using practitioner inquiry, Pennington illustrates how systematically reflecting on practice can impact instruction at the university level in "Inquiry Into Teaching: Using Reflective Teaching to Improve My Practice." As a first-year instructor, Pennington wanted to understand which pedagogies were most beneficial to her students and found that hands-on activities, modeling, and higher level questioning were consistent with her PreK-12 classroom techniques when adapted for the college level.

Newhouse's book review "Time to Talk: A Review of *Reading Girls: The Lives and Literacies of Adolescents*" by Hadar

Dubowsky Ma'ayan highlights the frequent disempowerment of girls in schools but provides hope through demonstrating ways teachers can better engage girls in learning.