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Editorial Introduction

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An On-line Journal
for Teacher Research

Editorial Introduction

Catherine Compton-Lilly

Networks has always been a place for sharing interesting and cutting edge work. This issue of Networks is no exception. Each of the articles presented in this issue presents a unique and intriguing look at the worlds of teaching, the questions educators are asking, and the ways teachers are making sense of their worlds. In this issue, both the voices of teachers and teacher educators tell powerful tales about their work and the lessons they have learned through teacher research.

In an introspective report on building online community, Anderson, Standerford, and Imdieke explore some of the challenges they faced as they moved from face-to-face teaching to online teaching. Their study explores challenges related to getting to know students online, developing community, and the role of informal social networks that form during online courses. Their experiences highlight the importance of actively creating online communities that support students and enhance learning.

In *Two Teachers Learn from Their Students: Examining Teaching, Learning, and the Use of Learning Centers*, Barbara Dian O'Donnell and Rebecca Hitpas, a kindergarten teacher and a

university professor, explore the use of learning centers in their respective classrooms. In this unique case, the project conducted by the university professor was inspired by the work of the kindergarten teacher. The authors discovered intriguing connections between their respective practices and the benefits of collaboration, even across significantly different teaching contexts.

Our third article also presents a collaborative effort between a university professor and a teacher. In this text, we learn how young children in a Reggio-inspired classroom engaged with "found, rescued and repurposed materials." The authors have captured powerful exchanges among children and teachers revealing not only children's inquisitive and social natures but also the intriguing and productive dialogue that results when children are invited to explore and create. Parents play a meaningful role in this process.

The issue also includes two helpful book reviews. *Drive: The Surprising Truth about What Motivates Us* (Pink, 2009) is reviewed by Kathleen Fite. *Teachers taking action: A comprehensive guide to teacher research* (Lassonde & Israel, 2008) is reviewed by Suzanne Porath.