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Suzanne Porath
sporath@ksu.edu

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Editorial Introduction: Taking Risks with New Forms of Instruction

Suzanne Porath ~ *Kansas State University*

It has been said that the only constant in this world is change, and education continues to change to meet the needs of the twenty-first century. This issue highlights the research of educators who are taking risks with new forms of instruction and addressing the current needs of students in the classroom across grade-levels and subject areas. Using the action research cycle, the educators identified a problem or question, designed a study, collected and analyzed the data, and made changes in their instruction to improve learning. Hopefully, these educators' stories will inspire you to investigate your own wonderings to improve your instruction.

Educators, being the lead learner in the classroom, need to model risk-taking for their students and **Elena Andrei** and **Mary Frances Buckley-Marudas's** article shows how these educators embraced the motto "It does not to be perfect" to be effective. As online instructors in higher education, they wanted to leverage video in their courses to create community and model digital literacies. Through their partnership of support, accountability and reflection, they more consistently use video in their courses.

Math instruction has been undergoing change recently. It is no longer enough to be able to recite multiplication tables and just compute, students need to be able to understand how math works and when to apply computational work. **Carol D. Benson-O'Connor**, with the support of **Christina McDaniel** and **Jason Carr**, investigates the use of math journals in her class to support students in relating mathematical concepts to real-world experiences and reduce math anxiety. Beyond computation, mathematical language also impacts students' understanding and **Vanessa Valley** reviews the influence of teaching keywords and daily practice with word problems on English Language Learner's use and understanding of math-specific vocabulary.

The demographics of American schools are changing, and it is estimated that by 2025, a quarter of students in public PreK-12 schools will be English Language Learners (ELLs).

Christina M. Pavlak and **Monica Cavender** explore the experiences of their teacher candidates in a Masters of Arts in Teaching program who were placed in kindergarten – second grade clinical placements in a school with a high percentage of children who were ELLs. The authors use their research to inform their methods coursework to better prepare their teacher candidates to work with ELLs.

Standardized testing continues to dominate the discussion of student achievement in schooling and educators across the world grapple with how to support their students through high-stakes testing. In an Australian context, **James A. Russo** examines the impact of teaching students test-wiseness, or test-taking skills, for primary mathematics students, with a positive effect.

More schools are implementing programs and practices that focus on the social and emotional needs of children. **Katie Schrodt, Zachary Barnes, Megan DeVries, Jennifer Grow,** and **Pauli Wear** consider the use of mindfulness training with first-grade students, along with mindfulness-based children’s literature. Not only did they examine the impact of the training on the students, but involved families in reading and responding to the children’s literature together.

A key aspect of student learning is the feedback provided by the instructor. This is especially important in the context of student teaching, as the student teaching experience shapes educators for the beginning of their careers. **Noelle Won, Kimy Liu,** and **Debra Bukko** analyze the perceptions of feedback from the teacher candidate, cooperating teacher and university supervisor to inform fieldwork training and protocols in their program.