

Notes from the Editor

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On behalf of the Radford University College of Education & Human Development and the *Educational Practice & Reform* Editorial Board, welcome to our first publication! In our ever-changing technological world, it is important to conceptualize the role in which higher education institutions will function in the constructions of new scholarly knowledge. Radford University's College of Education & Human Development is making a proactive contribution to this process of change through *Educational Practice & Reform*.

Educational Practice & Reform is a meaningful endeavor to create dialogic spaces for students, practicing educators/administrators and college faculty. It provides opportunity for an ongoing conversation that impacts educational practice and engenders educational change, when appropriate. Our journal is unique because of its inclusivity. *Educational Practice & Reform* coalesces scholarly writing from students, practitioners and academics, a most unique attribute of which we are most proud.

Educational Practice & Reform creates a collaborative academic community which informs practice and stimulates educational reform. The journal publishes academic work that addresses the challenges of schooling in K-12 and higher educational settings. Because our publication genre is broad, it uniquely serves the academy and K-12 environments equally. We believe that educational reform and practice must exist simultaneously; therefore, we seek to offer an academic space which embraces everyone in the educational community, scholars, practitioners and students alike.

To accomplish our mission, *Educational Practice & Reform* has three overarching categories of articles. *In Research* highlights original scholarly research in the field of education. *In Practice* showcases scholarly, pedagogy-focused articles focused on educational practice and experiences. In this edition,

we feature a variety of scholarly articles grounded in real-world experience and research. Maynard and Miller address teacher education programs and making thinking visible for the twenty-first century classroom. Marinak, Stebick and Paxton explore professional learning during the first year of teaching, and Collier and Estill put research into practice with Concept of Word instruction. *In Other Words* offers commentary on specific topics free of educational jargon. In this edition, Dredger, Horst, Martin and Williams make the case for making books hip again among young adults.

Each publication of the EPR will also feature one invited article in *The Big Question* section. In this inaugural edition, Dr. Joseph Jones from Mercer College was invited to showcase what he believes to be a “big question” in education today. Dr. Jones addresses the timely topic of how teacher education programs can work to combat homophobia in K-12 schools.

Yeats is often attributed with saying, “Education is not the filling of a pail, but the lighting of a fire.” May the contents of our publication encourage you to wonder, question, take action and light fires in your educational arena today.