6-2009

From the Editor

Allison Baer
Western Michigan University, allison.baer@wmich.edu

Follow this and additional works at: https://scholarworks.wmich.edu/reading_horizons

Part of the Education Commons

Recommended Citation

This Editor’s Note is brought to you for free and open access by the Special Education and Literacy Studies at ScholarWorks at WMU. It has been accepted for inclusion in Reading Horizons: A Journal of Literacy and Language Arts by an authorized editor of ScholarWorks at WMU. For more information, please contact maira.bundza@wmich.edu.
From the Editor

Summer is upon us and life, for many, is different than during the school year. And yet the learning goes on. Being an educator is a profession that demands constant attention as we frequently take or teach summer classes, continue to read professional journals such as *Reading Horizons*, and, even during summer break, maintain the heart and mind of an educator. Truly, it is hard to leave our profession behind even when sitting on a beach or by the pool, and so we present Issue 49.3 which raises questions about what could be considered common issues.

Question One — What are the main issues facing kindergarten teachers? Patricia Gallant took it upon herself to research this question finding that the joys of teaching these young, vibrant children are accompanied by many pressures and tensions from outside the classroom. For example, teachers spoke of the frustration of having to teach standards that are developmentally inappropriate for the children and needing to eliminate play for more structured learning activities all of which ultimately results in less job satisfaction for the teacher.

Question Two — What kind of feedback do teachers give on student writing? Janet Dinnen and Rachel Collopy studied the kind of feedback 15 teachers gave to both their strong and weak writers. The researchers looked at three different kinds of feedback – improvement oriented, negative evaluative, and positive evaluative – and found that improvement oriented feedback, the most effective kind, was rarely given to any of the writers.

Question Three — In this age of explicit links between the Internet and television programs, do college students actually avail themselves of these connections? Researcher Rachel Brown studied over 400 undergraduate and graduate students finding some fascinating results that lead to a broader understanding of literacy in this age of technology. Brown also gives us a glimpse into the lives of these students and how they spend their time searching for information.

Question Four — What kinds of books are out there for girls? Our book reviewers, Barbara Ward and Terrell Young, present us with a list of exceptional books that will surely pique the interest of our female readers. The books in this issue highlight female protagonists that are strong, brave, and determined. Girls who go on adventures in castles, drop out of fairy school, speak out for the
underdog, learn to handle being different, and struggle with accepting themselves as they are. Whatever the age, you are sure to find a book that will interest your female readers.

What questions might you have? Acknowledging that it is summer and we all need some kind of break, we also know it’s hard to turn off our minds. Summer can be a perfect time for pursuing those questions that nagged at us during the school year. We encourage you to ask those questions and look for the answers. And, when you write it all up, send it to us for review. We value your research and look forward to your many questions and answers.

Allison L. Baer, Editor
Reading Horizons
Kalamazoo, MI

There is no more crucial or basic skill in all of education than reading.