



4-1995

In This Issue

Mary Laycock

[How does access to this work benefit you? Let us know!](#)

Follow this and additional works at: <https://commons.und.edu/tl-nirp-journal>



Part of the [Scholarship of Teaching and Learning Commons](#)

Recommended Citation

Laycock, Mary (1995) "In This Issue," *Teaching and Learning: The Journal of Natural Inquiry & Reflective Practice*: Vol. 9: Iss. 2, Article 2.

Available at: <https://commons.und.edu/tl-nirp-journal/vol9/iss2/2>

This Article is brought to you for free and open access by UND Scholarly Commons. It has been accepted for inclusion in *Teaching and Learning: The Journal of Natural Inquiry & Reflective Practice* by an authorized editor of UND Scholarly Commons. For more information, please contact und.common@library.und.edu.

IN THIS ISSUE:

From the Editor

SHARI TISHMAN, author of *Acquired Ignorance: An Educational Virtue Revisited*, received her Ed.D. in philosophy of education from Harvard Graduate School of Education in 1991. Her professional interests include theoretical and empirical research in philosophy of education and cognitive psychology, and the development of programs and practices for the teaching of high-level thinking. Dr. Tishman is currently a research associate at Project Zero, Harvard Graduate School of Education, and an educational consultant specializing in the development of programs and initiatives for teaching high-level creative and critical thinking. She works with educators nationally and internationally on the development of thinking-centered instruction, and has written extensively about the theory and teaching of critical and creative thinking.

Two Heads are Better Than One? Students' Evaluation of Team Teaching in a Teacher Education Classroom was coauthored by Xu Di and Margaret Zidon. XU DI is an Assistant Professor in Education Foundations at the University of West Florida. She received her Ed.D. from Harvard Graduate School of Education in 1991, and served as Manuscript Editor (1989-90) and Editorial Board Member (1988-90) of *Harvard Educational Review*. She has a variety of teaching experience of sixteen years at different levels, with different subjects, and in different settings—from elementary, secondary, to undergraduate and graduate; from math, second language acquisition, to educational foundations; and from rural, suburban, to urban within and without the States. Her current research interest is in teacher education and international education. *Two Heads Are Better Than One? Students' Evaluation of Team Teaching in a Teacher Education Classroom* resulted from her work and research with Margaret Zidon at the Center for Teaching and Learning, University of North Dakota, from 1991 to 1993. Her former colleague, MARGARET ZIDON, is an assistant professor in the secondary teacher education program at the Center for Teaching and Learning at the University of North Dakota in Grand Forks. She is interested in hearing and thinking about the student perspective and is currently studying how teacher education students view portfolio review as a personal assessment and guide for their knowledge about content, methods, and learners. A companion piece, *Pair Figure Skating: Team Teaching as We Experienced It*, will appear in our Summer 1995 issue.

ELLEN CORCORAN, author of *I'll Never Observe Alone: A Rule for University Supervisors?*, is an Associate Professor of Education at the University of New Hampshire. In addition to supervising year-long, master's level interns, she teaches courses in educational supervision for cooperating teachers, exploring teaching for undergraduates considering the possibility of teaching as a profession, and maintaining classroom control for preservice and inservice teachers who discover that there are no quick and easy answers. For the past six years she has supervised clusters of six to ten interns in the same entry through eighth grade school, an arrangement which encourages her to continue to take risks and learn along with her interns.

What I Tell My Students About Reading was authored by MARILYN GARBER, Ph.D., J.D. She is a Professor of History at California State University, Dominguez Hills, and an attorney practicing in Los Angeles.

PAT MOWER, *Connections*, is a mathematics educator, currently completing her doctoral studies at the University of North Dakota. Born in Michigan and raised in Wyoming, Pat has lived all over the western United States. She has one son, a chef, who lives in Phoenix and a husband who will soon retire from the Air Force. Pat began her collegiate experience in 1983 at the age of 30. She earned a B.S. in Mathematics and English and is certified to teach in North Dakota's

secondary schools. She then went directly to graduate school and earned the M.S. in Mathematics. After teaching college students mathematics for several years and junior and senior high students during two summers, Pat decided to pursue her Ph.D. in Teaching and Learning. Her educational interests include nontraditional pedagogical approaches to mathematics education and a passion for guiding preservice teachers to become lifelong learners and constructivist teachers of children.

The review of Vivian Paley's *You Can't Say You Can't Play* was contributed by DIRCK ROOSEVELT. He is currently a Ph.D. candidate in Teacher Education at Michigan State University, teaching a fourth grade "writing workshop" four times a week in a local public school, working with teacher candidates in undergraduate seminars and in the field, and working with teachers interested in the Descriptive Review of a Child process. Previously, he was a teacher and Principal/Director at the Prospect Center, North Bennington, VT. Interests include children's writing, classrooms as settings for engaging issues of personal, moral, and social/political significance.