

Editorial Introduction

Suzanne Porath – Kansas State University

Change is hard at first, messy in the middle, and gorgeous at the end. – Robin Sharma

This past year, *Networks: An Online Journal for Teacher Research* has undergone a major change. It has relocated to a new hosting site which entailed transferring all the archived files and manuscripts still in process. Although *Networks* is still in the messy middle of the transition, the gorgeous end is in sight! Thank you to all authors, reviewers, and readers for your understanding during this transition.

I would personally like to thank the dedicated and knowledgeable staff of the Center for the Advancement of Digital Scholarship (CADS) at Kansas State University, including **Rachel Miles, Rebel Cummings-Sauls, and Charlene Simser**. Their hard work and patient tutelage has made the transition easier.

I would also like to acknowledge and thank **Dr. Cathy Compton-Lilly**, now at the University of South Carolina, Columbia, for her leadership, mentorship, and editorship of the journal while it was hosted at the Digital Library Services at the University of Wisconsin – Madison. For ten years, Dr. Compton-Lilly supported and nurtured the authors and manuscripts that celebrate teacher inquiry. Finally, I would like to acknowledge the vision of **Dr. Gordon Wells**, who founded this journal in 1998 “to facilitate the dialogue among educational practitioners who are attempting to improve their practice through systematic inquiry carried out in collaboration with colleagues - both those with whom they are in immediate contact and those who are removed in space and time” (Volume 1, Issue 1, Editorial Introduction).

The world has changed dramatically in the last twenty years, but the purpose of *Networks* continues to be to support and encourage dialogue among educators, across the grade levels and subject areas, as they inquire into their practice and improve their crucial work with students. With this issue, you will see educators at the college level investigate and improve their practice.

As *Networks* reboots in a new location, I would like to reissue Dr. Wells’ call for participation:

However, the continuation of the journal will depend on a much wider participation. Most important, of course, will be the willingness of practitioner researchers to submit material to be considered for publication. As is made clear in the Notes for Contributors, there is no fixed format to be followed; the principal criteria are that articles should be of interest to other practitioner researchers and be written in a manner that encourages further dialogue. All submissions are reviewed by a panel of fellow practitioners and, where appropriate, suggestions are made that are intended to help their authors to

improve them. In order to carry out this reviewing function, the Editorial Committee needs to be able to call on a wide range of practitioner colleagues and would welcome many more volunteers. (Volume 1, Issue 1, 1998)

There is a place for your voice in *Networks*. The full-length articles are more empirically-based studies with traditional research headings and format. However, there is also a space for educators' Reflections on inquiry – the messy process, lessons learned, and works in progress. We would like to encourage teacher candidates, PreK-12 classroom teachers, out-of-school educators, and educators as the college level to submit your inquiries into your practice.

If you are interested in becoming a reviewer for *Networks*, please use the link below to provide your contact information and areas of interest. You do not need to be a university instructor or professor, *Networks* needs classroom teachers to provide their expertise.

<https://goo.gl/forms/doy6DuL7kAqvV7y63>

In this issue of *Networks*, we have the opportunity to see into the classrooms of college-level instructors as they investigate how to improve student engagement in discussions and whether a college reading and study skills course benefits students. **Bailey Herrmann** and **Jessica R. Gallo** examine the teaching techniques that promoted discussion in their English education seminar courses. **Christine Kenney** explores her students' use of seven contribution strategies in an undergraduate, child development course. **Christy M. Howard**, **Lanette Moret**, **Johna Faulconer**, **Tanya Cannon**, and **Amanda Tomlin** inquire into their students' perceptions of the benefits of a college reading and study skills course. Each of these practitioners listened to and observed their students, reflected on their goals, and made changes to their practice to improve learning for students.

Finally, **Chris Sclafani** revisits a classic text of reading theory in his book review of Frank Smith's *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning*.

As the articles in this issue highlight, the core of teacher research is to investigate, reflect, and make changes that improve learning. I would encourage you to consider what changes you might like to make in your own practice. Change is hard, and messy, but in the end, gorgeous, as student learning increases along with your satisfaction with teaching.

Happy Inquiring!

Suzanne Porath
Editor, *Networks*