



## An On-line Journal for Teacher Research

### Editorial Introduction

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Too often teacher research is conducted in isolation, but deeper reflection and action can occur when teacher research is conducted and/or shared with others. In Volume 17, Number 2 of *Networks: An Online Journal for Teacher Research* educators/researchers illustrate how collaboration with others enhanced their understanding of their own practice. This issue provides a broad range of perspectives in using teacher research including teacher candidates, classroom teachers, and graduate students.

Using multimedia within teacher research is becoming more prevalent, and Leaman and DiLucchio's graduate students in a Masters of Education course utilized a website to conduct and present their classroom research. In *Multimedia Teacher Research*, Leaman and DiLucchio investigate how the transition to a multimedia platform impacted their graduate students' work. The authors highlight several strengths of using multimedia during teacher research, but they also found a few challenges. However, one advantage the authors found was the continuous review and revision the online access afforded both the instructors and peers.

Co-teaching during student teaching is also becoming more common, and Merk, Betz, and O'Mara in *Teacher Candidates' Learning Gains: The Tale of Two Co-Teachers* explore how the co-teaching approach worked for two teacher candidates – one undergraduate student and one graduate student. Having cooperating teachers more present and involved with the teacher candidate provided deeper understanding of classroom management, pedagogy, and reflection, according to this study.

Using Theatre of the Oppressed and Photovoice, a high school Spanish teacher, with the support of a university researcher, created a Participatory Action Research (PAR) project with high school students to investigate racism in schools. In *Empowerment for Whom? Empowerment for What? Lessons from a Participatory Action Research Project* Call-Cummings and James discuss the development of this project along with the process of conducting research with students. The authors find that empowerment is not something that teachers can give, but "it has to be found, taken up, and realized" and PAR is one way that students' voices can be heard.

Teacher reflection is illustrated as an interactive and collaborative process in Murphy Odo's article *Improving Urban Teachers' Assessment Literacy through Synergistic Individualized Tutoring and Self-reflection* that discusses his work with graduate teacher candidates. He designed and investigated a method of fostering assessment literacy for pre-service teachers in a Masters program. This method included tutoring sessions with K-6 learners, observation and feedback

from the instructor, and collaborative reflection with peers - all of which provided greater engagement and understanding of the assessment practices.

Finally, Carlson reviews the book *Digging Deeper into Action Research: A Teacher Inquirer's Field Guide* by Nancy Fichtman Dana. In his review, Carlson nicely summarizes why teacher research is so important when he states, "Doing inquiry is about collaborating, actively engaging, and articulating the questions that provide and guide learning experiences that are relevant to improving classroom practice and student learning." Hopefully this issue of *Networks* will inspire readers to articulate questions, collaborate, and engage in inquiries that make them better educators.