



## Editors' Notes

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Compared to other education research journals, some of which have been in print for over one-hundred years, Current Issues in Education is still in its beginning stages. Standing here at our aluminum anniversary, we can only imagine how we will change in the next decade and beyond. Over the past ten years, CIE has published just under 100 articles in a wide range of fields, topics ranging from empowerment evaluation to high stakes testing to the power of e-journals. In that time, we have worked to become one of the leaders in the field, providing high quality research free to the educational world. Those of us who are now engaged in this endeavor are honored to have our names linked with those who have come before us.

As each new group has assumed responsibility for the operations of CIE, the vision for the journal has grown. In the beginning, the goal of advocating for greater dialog and discussion in the education community was in evidence in a proposed name for the journal, Dialogos. Shortly thereafter, a second mission was added, that of using the electronic format to increase the impact of an article. The third overriding vision came soon after, that of the globalization of research to reach a greater audience. These goals, increasing discussion, impact, and scope are still part of our mission today.

As our new administration has taken over, we have been mindful of the importance of these goals. Yet as we have worked together, we have found a fourth focus emerging, that of innovation. It is our feeling, that in addition to research being valid,

reliable, logical, and important, we look for things that are new, inventive, and insightful. Innovation can take many forms, such as topics that are new, unexplored, or even unknown. Methodologies that contradict preconceived notions. Presentations that go beyond simple papers. We have taken it as one of our purposes to seek out these things.

All of the articles published in this issues show evidence of innovation. The work by Jennifer Gay and Sara Corwin discusses arts based afterschool programs and their possible impacts on student's scholastic success. The Grosswald, Stixrud, Travis, and Bateh paper presents a new method for helping ADHD students based on ancient techniques. Finally, the article by McCaleb, Andersen, and Hueston details a possible program for helping pre-service teachers confront violence in their classrooms.

We are excited about these papers, and the many that we will be publishing in the future. One of our first authors encouraged us to "keep a critical eye on the role of technology in perpetuating or challenging the status quo." We remain mindful of our role in this and will continue to find articles that present important and useful ideas for the educational world.

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Jeffrey Johnson is a doctoral student in the Interdisciplinary PhD. program of Curriculum and Instruction with a focus on Mathematics Education in the College of Education at Arizona State University. He has a Master's in Mathematics Education from Teachers College—Columbia University, and a Bachelor's in Secondary Education from Arizona State University. He has worked as a mathematics teacher at LaGuardia Community College in Queens, NY, Central High School and the Thomas J. Pappas School for the Homeless in Phoenix, and MS 399 in the Bronx, NY. His current research projects include the effect of student teaching on pre-service teacher's attitudes and abilities, and equity issues relating to state standardized assessments.

#### **Katy E. Hisrich**

Katy E. Hisrich is pursuing her doctorate in Educational Psychology at Arizona State University. She has a Master's degree in Elementary Education from University of North Carolina at Charlotte and a Bachelor's in Early Childhood Education and Child Development from Vanderbilt University (Peabody College of Education). She worked as a kindergarten teacher for 7 years in Charlotte, NC and has taught two education courses at University of North Carolina at Charlotte. Currently, Hisrich teaches an undergraduate class in educational psychology at ASU, and for the last two years she has been teaching an education course for the University of Phoenix Online. In addition, she is working with two professors: putting together an edited edition of the journal, *Computers in the Schools*, about the effects of technology on early childhood emergent literacy skills and creating an online course called *Learning with Preschoolers*, offered through ASU for parents about how to interact with their children on the computer. Hisrich also founded and built her own website, which is dedicated to providing parents with information about creating educational environments, using technology, showing how the brain learns, and implementing children's activities/procedures; she also uses this same information in her presentations to parents at various venues. Her research interests include parent involvement, effects of technology, learning and the brain, and the development of young children.

#### **Yun Teng**

Yun Teng is currently a doctoral student from the Division of Educational Leadership and Policy Studies (ELPS), Mary Lou Fulton College of Education at Arizona State University (ASU). He has an M.A. in Social and Philosophical Foundations of Education also from ASU. Upon graduation from the M.A. program in 2006, he was awarded the University Graduate Scholarship to continue his doctoral program at ELPS. His research interests include education policies regarding public schools, charter schools, voucher programs and other forms of public/private schools, history of education, and comparative education.

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**Note from the 2015 Executive Editor, Constantin Schreiber**

**May 14, 2015.** This article was first published at the original *Current Issues in Education* website, located at <http://cie.asu.edu/articles/index.html>. In 2009, *CIE* changed online platforms to deliver the journal at <http://cie.asu.edu>. The original *CIE* website was from then on only used as an archival repository for published articles prior to Volume 12. After the new *CIE* website moved to a different server in 2014, the original website and original article URLs could not be accessed anymore. Therefore, this article had to be repurposed into the published format you are viewing now.

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