



Current Issues in Education

Mary Lou Fulton College of Education
Arizona State University

Volume 11, Number 1

May, 2009

ISSN 1099-839X

Editor's Notes

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No text available. See notes below.

2009 Article Citation

Johnson, J., Hisrich, K., & Teng, Y. (2009, May). Editors' Notes. *Current Issues in Education* [On-line], 11(3). Available: <http://cie.ed.asu.edu/volume11/number1/>

Author Notes

Jeffrey Johnson

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 Futon 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.

Note from the 2015 Executive Editor, Constantin Schreiber

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Editors' Notes

2015 Article Citation

Johnson, J., Hisrich, K., & Teng, Y. (2009). Editors' Notes. *Current Issues in Education*, 11(1). Retrieved from <http://cie.asu.edu/ojs/index.php/cieatasu/article/view/1572>



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