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i.e.: inquiry in education is published by the Center for Practitioner Research at the National College of Education, National-Louis University, Chicago, IL.
A Renaissance in the Making:
New Theory, New Philosophy, and New Research and Teaching Concepts

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Where the world is without fear,
The head is held high,
Where knowledge is free,
Where the world has not been broken,
Into fragments by narrow domestic walls,
Into that Heaven of freedom, my Father,
Let my country awake.

Rabindranath Tagore
Poem 34, Gitanjali

These lines by Rabindranath Tagore have been a constant source of inspiration for me since my childhood. Changes do not happen overnight. They come with a spark, then ignite the minds of many before taking shape into actual reality. Since the time of its inception, National College of Education (now a part of National Louis University) has always been the home of many philosophies—conceived, adopted, and nurtured. Dewey’s progressive and child-centered education, Piaget and Vygotsky’s constructivist theories, Deming and Maslow’s motivational learning have traveled through the NCE grounds—tested, tried by its students and faculties.

I came to know about i.e.: inquiry in education, a peer-reviewed journal published by National Louis University, from Dr. Ruth Ravid, who at that time was an editorial member of this journal.
I knew Ruth from my teaching days at NLU. I was on the editorial board of Adjunct Connection, which she had started. I met with her over lunch during one of my frequent visits to Chicago. I was enthralled to learn about all the dynamic, mind-opening ideas this journal has been bringing forth before the educators. She asked me to join the *i.e.* editors’ team; however, at that time, I was not quite ready to take that kind of responsibility. I did accept her offer to become a reviewer. I reviewed several papers and wrote a few book reviews before joining the *i.e.* editors’ team, and I am honored to be part of it. Thank you, Ruth! I am thoroughly enjoying it and learning a lot from my fellow editors and authors.

The Spring 2019 issue of *i.e.: inquiry in education* is filled with a wealth of scholarly works of various practitioners:

Meghan Barnes and Michelle Falter in their study look into the potentials of the collective analysis of teaching via a Video Analysis Session (VAS). They explore the possibilities that VAS could serve as a form of critical reflection for preservice teachers (PSTs) not only to pose questions about their practices, but also to reflect and take a critical stance on their teaching methods. They further imply that teacher educators must guide PSTs to consider myriad factors that shape learning and making pedagogical choices.

Marilee Coles-Ritchie, Kalani Eggington and Trina Valdez make a joint effort in looking into the impacts of critical participatory Action Research (CPAR) between a community-learning center and schools. This study provides a concrete example of how a community learning director and teachers create a reciprocal partnership in identifying the community needs. This is specifically beneficial for diverse learners.

Şahin Dündar from Trakya University in Turkey investigates the importance of social studies programs for teacher education curriculum. Dündar implies that social studies promote civic competence by equipping students with the knowledge, values, beliefs, attitudes, and skills needed for a democratic society; therefore, a holistic teacher education program should include a variety of social science related courses.

Olga Shugurova explores the pedagogical significance of arts in a Canadian teacher education program. Olga explains arts do not instruct, they inspire—encouraging all students to self-reflect and be in harmony with the world. This study intends to inspire educators to understand the intrinsic values of arts in making educators more reflective, innovative, and inclusive in the classroom.

Gökhan Baş and Cihad Şentürk examine the importance of teacher participation in curriculum development. Under the rule and supervision of the Ministry of National Education (MoNE) in Turkey, teachers have limited liberty to participate in developing the curriculum for their schools.
Baş and Şentürk argue that teachers are the most integral part of the school system, so they should have the liberty to decide what is best for their students.

Before I discuss the book reviews in this issue, I would like to congratulate Kavita Matsko for launching a book club initiative for the faculty in the Education Department. Through this initiative, the faculty members read books of their choice dealing with varieties of educational issues, and later discuss that when the book club meets, usually after the faculty meetings. Two book reviews in this issue of i.e. are the results of this initiative.

Xiuwen Wu reviews the book *Teaching Core Practices in Teacher Education* by Pam Grossman. Xu explores how the author of this book expands the horizon of teacher education programs by offering a clear pedagogical vision that education is less about lecturing on tools for practice, but more about practicing the tools of the trade.

Todd Price reviews the same book, in a review titled, *Back to the Future . . . Again: (re)Turning to Teaching Core practices in Teacher Education*. In his examination of this book, Price asks what the teaching core practices in teacher education are. What are the theoretical foundations? How do these ideas relate to other similar ideas from the past?

Finally, in my book review of Sara Efrat Efron and Ruth Ravid’s book, *Writing the Literature Review*, I explain how the authors have mapped out the whole process of research writing in easy steps, making it easier and more comprehensive for researchers.

As I am writing this editorial, I look out the window of my study, and suddenly feel invigorated, seeing the spring knocking at the door—the robins return; the daffodils, peonies, roses, azaleas dancing with melodic rhythm, lush trees majestically waving. I feel the same sense of renewal is pervasive for *i.e.: inquiry in education* as it experiences its own renaissance filled with new ideas, new philosophies, and new teaching concepts. Tagore said that a lamp could only light another lamp when it continues to burn its own flame. I hope as you read this issue, you would feel the same as I do, that *i.e.: inquiry in education*, is indeed that spark that ignites our minds with more awareness, knowledge, and happenings in the education field. It widens our horizon in understanding learning for the best benefits of all.

Happy spring to all its readers!

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