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Inquiry in Education: Crossing the Borders

Editorial by Antonina Lukenchuk
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Crossing borders for international travel, be it for business, leisure, or educational pursuits, appears to be more accessible to more people than ever before, which is a distinct mark of 21st-century globalization (Altbach, 2016). While this phenomenon is not completely unique to our century (it is said that Portugal, in the 15th century, was the first global power), globalization has a particular impact on higher education today (Altbach, 2016). Altbach (2016) asserts that the research community is global in nature: “Researchers and academics are mobile, often working in universities and laboratories far from their home countries” (p. 5). Accordingly, English has become the main language of communication among scholarly communities in many countries throughout the world and at many international conferences. English is “increasingly the dominant academic language, with widespread implications” (Altbach, 2016, p. 9).

Many of us at National Louis University (NLU), faculty and non-faculty alike, can probably relate to the aforementioned globalization trends. Let me focus on myself. In 1994, I crossed the border of Ukraine to come to the United States to pursue graduate studies in education. The knowledge of English that I obtained at a Ukrainian university afforded me access to many resources and, coupled with my 4.0 GPA, landed me a teaching assistantship at Northern Illinois University (NIU) during my second term of graduate studies.

After I received my doctorate and eventually gained a full-time, tenure-track position at NLU (2004), I have been experiencing “the perks” of my profession, academic credentials, and the knowledge of English through memberships in reputable professional organizations and participation in international conferences. Other opportunities have included participation in international scholarly communities and the chance to conduct projects in countries beyond the U.S. borders. While I have earned my degrees and credentials, as well as the privileges attached to them, I acknowledge that such opportunities remain beyond the reach for many others with similar credentials and aspirations.

Crossing the borders is a leitmotif for this issue of *i.e.: inquiry in education*. Our journal welcomes submissions from national and international scholars. In the past several months, we have witnessed an increasing number of submissions particularly from international authors. We see *i.e.* steadily gaining recognition among global communities of scholars in the field of education and other related areas of inquiry. We are proud to report that, to date, there have been 130,425 downloads (globally) from our journal, including 23,244 this year alone. Please take a moment to review the *i.e.* interactive map on our homepage: [https://digitalcommons.nl.edu/ie/](https://digitalcommons.nl.edu/ie/).
Most of the authors featured in this issue “crossed the borders” of their home countries to share their original works with our journal audiences. Nine of them come from Turkey, one from South Korea, and four from the United States. What unites them as a global community of scholars, in my view, is their true passion for educating generations of grade-school students and teacher educators, as well as their desire to engender positive change in their corresponding educational and societal systems through research and scholarly pursuits.

In the order in which the articles are published in this issue, I would like to provide brief accounts of the contributing authors’ work.

**Mevlut Aydogmus** and **Yalçın Tükel** (Turkey) investigated the mediating role of perceptions of collective efficacy in the relationship between teachers’ professional burnout and organizational commitment. The authors employed correlational analysis to study the aforementioned relationships with a sample of 377 preschool, primary, and high-school teachers working in central districts of Konya. One important conclusion the authors draw is that the teachers’ perception of collective efficacy and their organizational commitment can be increased through enhanced cooperation among them and creating the environment in which teachers can share their experiences.

**Mustafa Çevik** and **Rıdvan Ata** (Turkey) explored the relationships between art attitudes, STEM awareness, and STEAM attitudes among preservice teachers in Turkey. The authors advocate for a multidisciplinary approach to teacher preparation because of the importance placed on science, technology, engineering, and mathematics in the 21st century to solve problems. The authors elaborate on each and every constitutive element of STEAM and draw impressive conclusions based on their quantitative research conducted with 429 Turkish preservice teachers. One interesting conclusion of their study is, in the authors’ words, that art integration would have a positive impact on learning and teaching by enhancing students’ confidence, motivation, collaboration, and creativity.

**Demet Arı** and **Özlem Sadi** (Turkey) focus on a cooperative learning method employed in the genetics unit curriculum in a Turkish high school. The authors connect the effects of cooperative learning with self-efficacy within the context of teaching and learning. The study involved 126 10th-grade students in four different classes within an Anatolian high school in an urban area in Turkey. The authors compared two groups of students in terms of their academic self-efficacy levels before and after the experimental application. One of the conclusions the authors drew was that the student-team achievement division technique (STAD) technique of cooperative learning method positively affected the 10th-grade students’ conceptions of learning biology.

**Fuad Bakioğlu** (Turkey) examined the impact of the attitudes about gender roles among undergraduate students enrolled in the gender psychology course at Tokat Gaziosmanpaşa University, Turkey. The author employed a pretest-posttest analysis involving 60 university students. The course assignments included a midterm exam and a final paper. In addition, each student was required to write a research paper on a topic of interest relevant to egalitarian gender roles. The results of this study indicate that gender equality plays an important part in the everyday life of Turkish people. The lesson learned from this study, in the author’s words, is that the positive attitudes toward egalitarian gender roles among undergraduates who took the gender
psychology course increased dramatically when compared with the attitudes of control group undergraduates who did not. Interestingly, the gender roles and attitudes of undergraduates who did not take the gender psychology course did not change.

**Kasim Karataş** and **Behçet Oral** (Turkey) ventured to conduct a study of evaluating elementary teaching undergraduate programs in Turkey with the goal to foster culturally responsive pedagogy. Qualitative research allowed the authors to observe the processes and experiences enacted by the teachers and the ways in which they implement culturally responsive pedagogy within and beyond the classroom settings. The authors were guided by the principles of multiculturalism and social justice. The data collected for analysis comprised interviews with 23 instructors at 13 universities in Turkey. One of the conclusions the authors draw is that in order to teach diverse students, teachers ought to be aware of their own prejudices regarding cultures and have knowledge about the cultures represented in their own classes.

**Dae-Seok Kim** (South Korea) and **Carrie Eunyoung Hong** (USA) set a research goal of understanding how language arts and literacy teachers in South Korea and the United States perceive the importance of social and emotional learning, and how these teachers promote the development of students’ social and emotional skills. The authors used a survey with multiple choice and open-ended questions to compare teachers’ use of academic and nonacademic strategies to support students in a classroom in which language arts or literacy is taught. The findings of their study revealed similarities and differences in teacher perceptions and practices in South Korea and the United States. In the authors’ words, although teachers in both countries highly valued the importance of SEL practiced in a classroom and during instruction, the findings indicate that country-specific patterns exist in instructional practices associated with SEL. The authors highlight the importance of taking into consideration the educational and cultural contexts that might have influenced classroom instruction.

**Margaret Bouchard** and **W. Jason Stegemoller** (USA) tackle the issue of collaboration among all teachers and school personnel serving English language learners, as expressed in the guidance provided by the Illinois State Board of Education (ISBE) 2016 report. Considering the report’s incentives, the authors provide an example of tools (Jumpstart and Electronic Performance Log) that can be used to increase not only collaboration, but also the effectiveness of the role of paraeducators in educating emergent multilingual students. The authors engaged in the project with the goal of providing a framework in which collaboration among educators as well as an increased use of technology can be proactively facilitated. The authors’ main incentive, in their own words, is to share the digital tools created to facilitate collaboration among educators of emergent multilingual learners within the context of a two-year professional development project for high school paraeducators.

The book review by **Antonina Lukenchuk** (USA) completes the issue. The review features a 491-page volume by Kalakura, Raphalskij, and Yurij (2015) applying a multidisciplinary approach to the history of Ukraine. The authors draw extensively from mythology, anthropology, sociology, philosophy, theology, politics, linguistics, and cultural studies to present a complex and captivating account—truly one of its own—of the history of Ukraine from antiquity to the present day.
Finally, I would like to welcome Elizabeth Minor as a new i.e. coeditor. Elizabeth is associate professor of educational leadership, NCE, and program chair of M.Ed., and Ed.S. educational leadership. Elizabeth’s academic degrees include an MA and PhD in sociology, both from the University of Notre Dame, and a BA in sociology from Baldwin-Wallace University (formerly Baldwin-Wallace College) in Berea, Ohio. Elizabeth brings a wealth of experience to i.e. through her outstanding credentials, research, and service on editorial boards of other distinguished journals.

We would like to encourage our NCE colleagues to join the i.e. team of reviewers and to submit their original works to the journal.

Enjoy Volume 11, Issue 2!

On behalf of the i.e. editorial team,

Antonina Lukenchuk
Carol Burg
Elizabeth Minor
Leslie Katch
Meenakshi Mohan

Reference