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About this Issue

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Welcome to Volume 12, Issue 1 of *Perspectives in Learning*.   In this issue, the authors provide us with opportunities to reflect on improving our teaching and our students' learning. They provoke our thinking about the theoretical underpinnings of our work and how the current focus on high stakes testing may be compromising quality teaching. They give us opportunities to think about how we might provide effective teaching through the incorporation of effective digital and online learning opportunities, examining the time-of-day we offer classes, as well as considering how to effectively teach and mentor students dealing with personal issues.   The authors also take us into the P-12 learning environment to examine the relationship between teaching, learning, and important childhood health issues. Finally, in this issue, we include our second invited essay. The next dean of the College of Education and Health Professions, Dr. Barbara Buckner, examines the call to redesign teacher preparation in order to develop candidates into highly qualified and effective teachers.

In the first article, Cindy Bowen examines how the recommendations from research on brain-based learning and best practices are being compromised by pressures from high stakes testing required by the No Child Left Behind legislation.   Additionally, she takes us into the world of sophisticated imaging technology and how it can be useful for educational applications to help better support teaching with research-based, appropriate practices.   In the next two articles, the authors continue the examination of the use of appropriate technology applications in education. S. Wade Bradt and Samantha Tackett examine two Web 2.0 tools that are designed to improve student engagement and increase learning.   Richard Long and Dee Fabry explore the use of podcasting in a graduate-level course. All of these explorations into the use of technology in teaching and learning can help us make more informed decisions as we work to improve our own teaching.

In the next two articles, the authors help us consider how students' personal issues, from learning preferences to personal problems, might effect their learning and our teaching. Amanda Wile and Gary Shouppe examine the impact of the time-of-day courses are offered on students' learning. Marcia Rossi explores how to best work with college students who are experiencing personal problems during these tough economic times. These authors give us important points to consider as we strive to best meet our students' needs and provide the most effective learning environments.

Amanda Hawkins, Leslie Painter, and Sally Richter take us into the P-12 learning environment where they examine the effects of asthma on school-aged children and provide information to empower teachers to facilitate change in the classroom environment. Paula Walker examines the phenomenon of adiposity rebound and explores the potential for school-based interventions in early childhood classrooms and the role that teachers and schools may play in combating the issues related to childhood obesity.

Finally, Barbara Buckner invites us to consider the current trends and calls for reform in teacher education.   While everyone seems to have an opinion, she encourages us to focus on how to best support our candidates as we help them become highly qualified and effective teachers.   She examines various models, including those showing greater promise that emulate medical residency experiences used in teaching hospitals.   With all of these articles, I hope you consider new exciting and engaging teaching and learning opportunities for yourself and your students.

Jan G. Burcham, Editor