

3-1-2012

About this Issue

Follow this and additional works at: <http://csuepress.columbusstate.edu/pil>

 Part of the [Curriculum and Instruction Commons](#), [Online and Distance Education Commons](#), [Scholarship of Teaching and Learning Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

(2012). About this Issue. *Perspectives In Learning*, 13 (1). Retrieved from <http://csuepress.columbusstate.edu/pil/vol13/iss1/2>

This Editorial is brought to you for free and open access by CSU ePress. It has been accepted for inclusion in Perspectives In Learning by an authorized editor of CSU ePress.

About this Issue

Welcome to Volume 13 of *Perspectives in Learning*. While, in part, due to the heavy focus on accountability and assessment of outcomes, we often focus students' learning, it is important to remember that teaching and learning take place in a particular context and with conditions that can either enhance or impede that learning. The authors in this issue of *Perspectives in Learning* provide us with insight into those contexts and conditions that impact teaching and learning. They provoke our thinking about the complexity of our work and how we should consider the contexts of our teaching and the conditions that impact our students' learning. They give us opportunities to think about how we might more effectively engage learners. The authors also take us from the university setting into the P-12 learning environment to examine the relationships between teaching, learning, and important health issues.

In the first article, Kimberly A. Shaw, Pinar Gurkas, and Zodiac T. Webster examine factors that impact students' grades in introductory science courses. In order to help students learn and improve, the authors felt it was important to first understand what the factors were that led to students' success and/or failure. They examined students' self-efficacy related to STEM courses as well as students' views of classroom climate and their scientific reasoning abilities. They help us understand how these factors impacted students' learning and how we might help improve learning and performance by taking these factors into consideration.

In the next article, the authors help us consider how we can support English as a Second Language (ESL) learners in the post-secondary setting. Tamara Condrey and Sherika Derico examine communication barriers that ESL students may face and how those barriers can impact retention and graduation rates. Additionally, they offer strategies for supporting ESL learners and helping them overcome challenges in the academic setting.

Jennifer L. Brown takes us into the P-12 learning environment where she examines the impact of a "Failure is not an Option Policy" on students' grades. Based on Bloom's process of mastery learning, a rural high school developed procedures through which students have opportunities to participate in study sessions and retake tests to demonstrate mastery. The research highlights the model's success and provides us with ideas to consider as we relate this work to our own teaching and our students' learning.

Jeanine Fittipaldi-Wert and Claire Mowling ask us to consider how we can support at-risk students through focusing on four Cs (caring, choices, commitment, and challenges). While the authors frame the article in the field of physical education, their ideas on how to engage and meet the needs of all students, in particular at-risk students, can be applied to education at all levels.

The focus on considering the context and conditions that can impact teaching and learning is extended to an examination of a serious health concern that can arise in educational settings. Sally Richter, Amanda Hawkins, and Leslie Painter help us understand the highly contagious and acute virus, measles, and how we can prepare for and prevent further outbreaks.

Finally, Amanda Hawkins, Elizabeth Frander, and Stephanie Lewis examine the environment that is leading to a shortage of nurses and nurse educators. In addition to discussing the problem, they provide practical strategies for cultivating a work environment that will encourage continued growth and retention of nurse educators.

With all of these articles, I hope you consider how teaching and learning take place in a particular context and with many conditions that enhance or impede learning and gain valuable ideas from these authors for use in your own teaching and learning.

Jan G. Burcham, Editor