Editorial Board, About this Issue, Table of Contents

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Manuscripts will be acknowledged upon receipt. The review process takes about three months. The author or principal author will be notified of the editorial decision. Manuscripts in the following categories are considered: original research studies, book reviews, and essays. Research studies should be between 8 and 15 pages in length including the reference list. Book reviews and essays should be between 1-8 pages in length. Authors should indicate the category for each submission.

In reviewing manuscripts, the editorial board considers the general importance and interest of the manuscript to the journal’s readers, originality, scientific soundness, and the degree to which conclusions are supported by data. Presentation, length, methods, data presentation and statistical design are also considered. Manuscripts should be well written and free of errors.
Welcome to Volume 9, Issue 1 of *Perspectives in Learning*. The articles in this issue focus on the changing landscape of education. The first two articles relate to changes from the perspective of higher education. The remaining articles are related to changes in curriculum and school structure at the elementary to high school level.

The first article by Tina Butcher, Jan Burcham, Deirdre Greer, and Mary Beth Hendricks relates the process of developing a partnership with P-12 schools in order to contribute to the success of pre-service teachers and beginning teachers as well as enhance P-12 student learning. They describe five lessons that have been learned in this ongoing process. Next, an article written by Paul T. Hackett, Chris Ross, and Irene Asuncion describes how the integration of basic counseling skills into a leadership program has contributed to the development of aspiring school leaders.

An article by David Rock presents arguments for the incorporation of technology into classrooms, specifically, calculators and computer software in the teaching of mathematics. Owen Latimore cites his personal experiences to impart the importance of ensuring that multicultural education go beyond the cursory treatment of acknowledging Black History Month, as is often the case in classrooms.

Ginger Markham discusses the effectiveness of the move to a block schedule in middle schools. Wendy Steelmon outlines a process of developing an atmosphere of collaboration among administrators and teachers in schools.

Collectively, these articles enlighten us in regard to the changes that have occurred and continue to occur in the field of education. They provide us with multiple perspectives of approaches that ultimately lead to a similar outcome, the continued improvement of education for all!
CONTENTS

Bringing the Ivory Tower and Real World Together: Lessons Learned in the Collaborative Process of Preparing Effective Teachers...................... 4
   Tina D. Butcher, Jan G. Burcham, Deirdre C. Greer, and Mary Beth Hendricks

Teaching Basic Counseling Skills to Aspiring School Leaders: Active Listening Skills as Critical Components of Team Building and Collaboration................................................................. 12
   Paul T. Hackett, L. Christopher Ross, and Irene Asuncion

Mr. Bell, You are Destroying Our Children! ........................................... 21
   David Rock

Multicultural Education: More Than the Acknowledgement of Black History Month................................................................. 25
   Owen Latimore

The Effectiveness of Block Schedule in Middle School......................... 27
   Ginger Markham

Collaboration in Schools: Creating Solutions to Complex Problems ...... 32
   Wendy Steelmon