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About this Issue

Welcome to Volume 8, Issue 2 of *Perspectives in Learning*. This issue represents our first fall publication and begins with an article by Lenoir Gillam and Lisa Shaw, which details the process of student placements in partner schools for a counseling program. The authors reveal how the use of data has improved this process.

Next, Elizabeth Romey differentiates community service, a reactive activity, and service learning and identifies programs that incorporate decision making into these types of activities. These programs, geared specifically toward gifted students, can be beneficial to all students.

Several research studies aimed at various curriculum approaches and content are presented. Sally Averitt Miller, Sally Sinclair, and Catherine Kostolnick examine early intervention strategies for developing vocabulary among at-risk pre-school children. They describe a five-phase intervention along with results from its implementation. Vikki Collins, Donna Pascoe, Martha Hall, and Margie Yates report on the effectiveness of developing methods of teacher and leader preparation for incorporating state standards and assessment. They describe the results of instruction in a matrix alignment process implemented with student leadership teams to accomplish this goal. Bonita Flourney and Ollie Manley provide insight into the use of multiple intelligences theory to promote literacy as they incorporate writing into the science curriculum.

Tom Hackett provides insight into online instruction in the higher education setting. He describes both the power and limitations of this instructional model and maintains the need for a philosophical underpinning to guide the development of online courses.

An essay by Joe Mills describes the basic tenets of constructivism in Early Childhood Education. His essay explores possible explanations for the failure of constructivist practices to be incorporated into classroom practices. His focus on the barriers teachers face in implementing constructivist practices provide an impetus for moving beyond the rhetoric of implementation and support for movement toward putting constructivist theory into practice.

The final article, by Sheena Baker, presents a profile of Susan Ohanian, a teacher who has exercised her autonomy in implementing high-school curriculum. Baker highlights several books by Ohanian while acquainting the reader with some of the experiences of the passionate educator.
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