

From the Editors

We are pleased to begin volume four of *IJRSLTE* by continuing our feature of "visiting with" a person who has made significant contributions to service-learning in teacher education. We thank Jean Strait for sharing her wealth of expertise. Jean has been paving the way for our field as she has implemented service-learning in distance education. As online courses increase in number, a challenge teacher educators will face is how to continue to provide service-learning that is meaningful. Jean's scholarship has shown that working with students in a distance situation can be effective. Here, Jean also shares insights that provide the "how to" that teacher educators can use when planning.

Each study in this volume provides beneficial findings in its own right, but each also calls to mind future research needed on important issues of service-learning as part of teacher education. We thank our authors and reviewers for their time and efforts. We also thank our technical support for their generous contributions to this volume.

Coffey, Webster, and Heafner encourage us to consider how service-learning can be implemented early on in teacher preparation rather than waiting until students enter their final years in college. The study these researchers share shows how university students in their first year could gain justice-orientated teaching dispositions, which can provide a basis for further development in subsequent years of their teacher preparation.

Similarly, the work of Martin and Brown points out the importance of thinking about service-learning at a program level in teacher education. We know that ideally service-learning in teacher education will include making sure that prospective teachers know how to provide service-learning for youth in classrooms. A seemingly sound way to do this is to plan how service-learning is being implemented at a teacher education program level so that service-learning experiences work in tandem, culminating in prospective teachers being able to implement service-learning. The study shared by Martin and Brown indicates that prospective teachers' engagement in service-learning can help them be able to provide service-learning as they work with youth in their field experiences.

Marrero's work also examines an important facet of knowledge development in teacher education. We know that teachers in various subject areas should know the content of a discipline. At the same time, however, teachers of a discipline need to know the types of thinking people engage in as part of working in a discipline so they also can share that with their students in classrooms. Marrero's case study shows how service-learning can be an ideal way for teacher educators to provide opportunities for their students to work along side scientists in authentic ways to gain more about the types of thinking scientists can engage in while also addressing real needs of a community.

As Schreiner points out in her work, general education and special education teachers need to know how to work effectively with students who eligible for special education. Along with teaching abilities/skills, prospective teachers need to have dispositions for working with exceptional students. Schreiner's research indicates ways service-learning could foster candidates' dispositions.

We hope that our readers also find these articles engaging. Service-learning in teacher education can be strengthened through ongoing research that guides effective implementation. We also hope our readers will consider scholarship they can share in future issues.

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