

# From the Editors

We begin volume five by thanking Jeffrey Anderson for his service as a co-editor of *IJRSLTE*. Jeffrey's leadership in the field of service-learning along with his unwavering commitment to the journal have been invaluable. From the very beginning, Jeffrey recognized the importance of providing a journal that featured service-learning in teacher education, and he did not hesitate in offering his time to make that happen. We will miss our editors' meetings with Jeffrey, and we wish him the best.

Jean Strait has graciously agreed to serve as a co-editor, and we are delighted. Jean is a professor in teacher education at Hamline University. Jean has designed and implemented service-learning in teacher education in urban settings at both two-year and four-year programs, and she has made important contributions to scholarship in the field. Notably, Jean has been a pioneer in the field of electronic service-learning, showing the field how we can provide service learning when either the service or the course takes place in online settings.

We hope you can join us for "A Visit with...Robert Shumer" where we continue our series that presents notable contributors to the field of service-learning in teacher education. Rob is an icon in the field of service-learning, and he brings to this visit almost 50 years of experience as an educator. The "oral" history Rob provides yields understanding of where the field has been. Rob's keen insights also provide a vision of how service-learning in teacher education can move forward. We thank Rob for this rare opportunity to learn about service-learning in ways that complement traditional scholarship, making it possible for us to gain a richer picture that can inform our efforts as teacher educators.

We also thank our authors for their contributions. Along with reports of research, this volume offers our first book review. Along with presenting scholarship based in the United States, this volume presents research conducted in Japan.

Our field recognizes the importance of the voice of the community partner in service-learning collaborations. What can be less understood is how to develop genuine partnerships that are sustainable. The research of Tinkler and Tinkler provides a detailed account of how the collaboration with the community can be an actual partnership in the design and implementation of service-learning. Similarly, the research of Storms, Calderwood, and Quan recognizes the importance of the community partner's voice and documents how the partnership has grown in their case study of a course. These studies add to research presented in volume 2 of *IJRSLTE*, where Zygmunt-Fillwalk and her colleagues as well as Lund and his colleagues document the community playing a prominent role in service-learning in teacher education.

Miyazaki, Anderson, and Jones present a mixed-methods study, where teacher candidates in Japan engaged in service-learning through supporting high-school students in the development and implementation of social action projects. This research focuses upon whether the work with youth enhanced the civic attitudes and skills of Japanese education majors and how the dynamics of the participation mattered. The authors point out that this research contributes to the shortage of research on service-learning and community engagement in Japan. Thus, this study makes a contribution in its own right while also providing direction for future research.

Jamie Allison Hipp offers a review of a book that builds a case for service-learning as a major field experience in teacher education. Hipp notes that the book shares case studies and vignettes that illustrate how service-learning can meet needs of the community while also preparing teachers. Chapters also provide details that show how service-learning can be incorporated or how a service-learning experience could be revised.

As a final note, we express appreciation to our reviewers and technical support who make it possible for us to publish a volume. We hope you find this volume rewarding. We also hope you share the journal with your colleagues.

Co-Editors,

*IJRSLTE*