

In This Issue

Samuel Hinton, Eastern Kentucky University

Katrina Sexton, and Sherwood Thompson explore “compassion” and its effect on establishing the backpack program in Kentucky. Kentucky is one of the states that has backpack programs that aid starving children and families. This show of compassion promotes higher self-esteem among students and thus, students with low achievement demonstrate improvements in their overall academic success. Addressing hunger highly correlates with academic performance and achievement. This paper examines how compassion and the generosity of compassionate individuals and agencies help to improve the wellbeing and self-motivation of students who go without food.

Jennifer L. VanSickle, Chien-Chih Peng, Terry G. Elliott, and Karen J. Pierce investigate student performance, student satisfaction, and learner characteristics in online versus face-to-face delivery formats in accounting. Forty-four students, enrolled in either the face-to-face or online section of an accounting course, completed a survey assessing satisfaction, learning outcomes, and learner characteristics. Significant differences were found regarding satisfaction with learning and perception of the instructor. However, online learners displayed similar traits as their face-to-face counterparts.

Laurie L. Sharp examines the significance of field-based experiences as an integral part of teacher preparation programs. It is structured around literature on dispositions, collaboration, continuing professional growth, and resources. There is growing public focus on teacher quality and preparation (Cochran-Smith, 2006). The general feeling is that attitudes of K-12 teachers need to be changed in order to reflect change in K-12 students. An effort to increase teachers’ proficiency and efficacy is a critical component in making necessary changes to the American education system (Bruning, 2006; Darling-Hammond & Baratz-Snowden, 2005). Because of this focus, reforms have been enacted to create more rigorous teacher preparation programs.

Finally, I wrote a book review on *Creating Culturally Considerate Schools: Educating Without Bias* (Anderson & Davis, 2012). The book is structured around phases of equity development, namely, self-examination, reflection, integration, actualization, and educational equity (p.12). The phases are further subdivided into eight manageable steps of personal and professional growth that would empower teachers to operate in culturally considerate classrooms, galvanized by school climates and cultures that support individual and collective student achievement. The eight steps toward personal and professional growth are: acknowledgement of bias, assessment of current equity skills, acceptance of limitations, cognitive restructuring, expanding knowledge base, skill building, culturally considerate education and counseling, and reparation (p. 13). The book is divided into four parts. I highly recommend *Creating Culturally Considerate Schools: Educating Without Bias* as a resource for individual and group professional development, Professional Learning Communities, workshops, and other educational purposes.

Samuel Hinton is Professor of Education, Eastern Kentucky University, and Editor,
The Kentucky Journal of Excellence in College Teaching and Learning.