

Editors' Foreword

Vol. 4, No. 1, Spring 2009

Welcome to the Spring 2009 issue of *JPACTe*, the *Journal for the Practical Application of Constructivist Theory in Education*! We are pleased to present this issue of our electronic journal to the educational community. We believe that the journal fills an important niche in educational scholarship – a place to explore the ways that Constructivist Theory is being applied in schools and colleges throughout the world.

As noted in [About JPACTe and the LCRC](#), this e-journal is one of the vehicles that the Learner Centered Resource Collaborative (LCRC) has developed to accomplish its mission. It is our fundamental belief that research continually supports constructivism as an important and successful theory of learning in the field of education, and that our e-journal can help to further applied research and scholarship in this growing field. We also believe that all stakeholders in education can make important contributions to the expanding knowledge-base about constructivist practices. As a consequence, our e-journal is divided into two sections – *Research and Theory* and *Voices from the Field*. Both sections are blind-reviewed. *Research and Theory* features scholarly publications reviewed under standards suitable for traditional research journals. *Voices from the Field* features contributions in formats not usually included in research journals – descriptions of successful classroom practices, programs, projects, student work, and the like. We include *Voices from the Field* out of our fundamental conviction that scholarship in education is furthered by collaboration among researchers and practitioners – literally the scholarship of application, as first outlined by the late Ernest Boyer in *Scholarship Reconsidered: Priorities for the Professoriate* (1991). Finally, we firmly believe that constructivist practice embraces diversity in all of its forms and that constructivist educational practice must promote diversity in order to be truly effective. We expect all published submissions to underscore and evidence this important relationship.

This issue of *JPACTe* (Vol. 4, No. 1, Spring 2009) features contributions to our understanding of how Constructivist Theory can be applied to instructional practices, classroom teaching, and teacher education. Some of the articles in this issue come from individuals who participated in recent years in the LCRC's flagship program – the annual summer [Constructivist Design Conference on Educational Improvement](#) held at St. Lawrence University in Canton, NY. Regardless of their origin, all the articles published in this issue underscore the tenets of constructivist practice envisioned by the editorial board of *JPACTe*.

We encourage a wide range of submissions to upcoming issues of *JPACTe*. The deadline for submissions to the next available issue (Summer 2009) is May 1, 2009. Just click on [Submissions](#) to learn more. In the meantime, we hope you

enjoy and learn from this issue of the *Journal for the Practical Application of Constructivist Theory in Education!*

The *JPACTe* Co-Editors

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