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From Imitation to Precision

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From Imitation to Precision

As I begin my term as editor, my first job is to acknowledge those who have come before me as *Journal of Industrial Teacher Education* editors. The high quality of *JITE* was built by their efforts, and it is my goal to continue on this unwavering path of excellence. Closest to my journey is George Rogers. As editor, George mentored me as his associate editor, preparing me for my next step. I am grateful that he graciously and patiently continues to serve the *Journal* by assisting me as I learn procedures, protocols, and technical production issues.

I believe it is also important to acknowledge other sources that will help me with the continuance of the *Journal*. The Department of Middle/Secondary Education and Instructional Technology (MSIT) in the College of Education at Georgia State University has encouraged and supported the *Journal of Industrial Teacher Education* by providing a graduate student position to work on the journal and is contributing office space and computers. My department chair, Dr. Karen Schultz, and my colleagues in MSIT have welcomed the editorship into our department enthusiastically. Without this supportive environment, it would be difficult to produce the *Journal*.

Transitions

I am pleased to announce the editorial board for Volume 42. Comprising the board are several individuals who are continuing their terms of service as well as some who will be joining the board. Assuming the pivotal role of associate editor is Richard A. Walter, Pennsylvania State University. He will assume the editorship beginning with Volume 44. Richard brings vital reviewer experience to the position as well as a wealth of knowledge as a published scholar. Returning to the board to assume the role of assistant editor is Richard D. Lakes, Georgia State University. Richard held this editorial board position for Volumes 34 and 35 and has agreed to serve again. Continuing in

their positions as assistant editors are James C. Flowers, Ball State University; Andrew E. Schultz, Lincoln Public Schools, Lincoln, Nebraska; and Mary Jo Self, Okalahoma State University. Robert T. Howell, Fort Hays State University, ends his solid service in this position. These individuals have made and will continue to make outstanding contributions to the *Journal*. Each manuscript that is submitted for review is sent to a member of the editorial board, which means that the quantity of work for these individuals exceeds that of the other reviewers. Also joining the editorial team is Karen Schaefer, Georgia State University, who has agreed to serve as style editor. Karen brings her unique experience as a secondary classroom teacher and Trade & Industrial teacher educator to this position. Shane McDaniel, a graduate student in the MSIT department, is filling the role of editorial assistant. His English and journalism background will be invaluable in this position.

My desire is that during the next two years the *Journal* will continue engaging the readers by extending their thinking about our profession. In today's complex environment, our role as informed scholars and critical and reflective thinkers will be essential for our continued existence. I encourage our readership to publish their work in *JITE* and to encourage and mentor new scholars in our areas to publish their work. I would like to especially encourage those who may be new to research and publishing and suggest that *JITE* regularly needs "Comments," "At Issue," and "Under Review" pieces.

Producing this first issue has been both exciting and challenging. As a Trade & Industrial teacher educator, I enjoy assisting competent technicians to grow into confident, reflective teachers. During the training process, when the new teachers feel more challenged than excited, I explain to them that they are learning a new "job." I ask my cosmetology teachers about the quality of the first hair cuts they gave their clients versus the haircuts they are able to provide today. They report that the first time they gave haircuts they were nervous as they grasped their shears, and it was a slow and tedious process as they imitated what they had learned from their instructors. In contrast, they tell me that today they can give haircuts smoothly and

harmoniously, at a precision level. I then offer the analogy that it takes time to become a master teacher, just as it did to become a master cosmetologist, and that they need to be patient with themselves. It occurred to me as I worked on the first issue of Volume 42 that I would benefit from my own analogy and advice. My set of “shears” is slightly different, but I too am nervous as I begin. I am fortunate, however, to have masters in the form of past editors to imitate as I begin this new “job.” I am hopeful that I can continue to learn and grow in the editor position and one day perform at the precision level. So here we begin—from imitation to precision.

In this Issue

It has been professionally rewarding to work with both the reviewers and authors to strengthen the manuscripts included in this issue and prepare them for publication. Three featured articles are presented in this issue. First, David J. Pucell and Thomas F. Stertz, both from the University of Minnesota, investigate the use of Web-based instruction for in-service education of novice teachers. Their study measures student performance and student satisfaction resulting from two WBI courses and two equivalent traditional instruction courses for career and technical education teachers. While the results are mixed, the study concludes that adopting WBI versions of the courses did not seriously affect the quality of the instruction. Their research provides teacher educators with data that may be useful in making instructional-design delivery decisions for alternative certification programs for T & I and technical education teachers.

Next, Gary D. Geroy, Colorado State University; Denise Caleb, Talent Plus Inc.; and Phillip C. Wright, Hong Kong Shue Yan College, conceptualize and present their model of succession planning for organizations. They challenge NAITTE to plan for leadership changes within the organization. They also challenge individual NAITTE members to use succession planning to sustain our profession as a whole.

In the third featured article, Michael K. Daugherty, Illinois State University, presents his findings from a survey of technology teacher education faculty members. His work

examines what curricular offerings should be part of today's technology education teacher education programs.

The needs analysis process and its place in choosing program offerings is the focus of Alan S. Grier, Midlands Technical College. Grier presents an overview of the process and a case study in the "At Issue" section. Thomas E. Kraft, University of Nebraska-Lincoln, provides a review of Eppler's book about problem-solving principles that are based on how the Wright brothers achieved manned flight. This issue includes a "Comments" section which is an acknowledgment of the Outstanding Manuscript Awards for Volume 41. Following is the *Journal's* "Bit and Pieces" section which contains information for submitting articles to the *Journal* and how to become a member of NAITTE.

JZB