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From the Editor

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FROM THE EDITOR

Welcome, Readers, to Volume 44 Number 4 of the Journal of Industrial Teacher Education (JITE).

Han Sik Shim and Gene L. Roth set themselves a challenging task when they sought to answer the question, "…how do professors who are acknowledged to be expert teaching professors share their tacit knowledge with mentees?" (p. 7). Using a case study methodology, the authors conducted interviews with ten mentees and their mentors, 13 Presidential Teaching Professors at a mid-western University. From within the gathered data, the authors identified two overall themes, "(1) the tacit nature of the PTPs teaching expertise and (2) the nuances of articulating that expertise" (p. 8).

Not surprisingly, the authors suggest that translating tacit teaching practices into words is a most difficult endeavor, even when observed within a very finite discipline. They note that career and technical teacher educators face an even more daunting challenge in preparing the next generation of faculty.

> One could argue that the learning curve for novice CTE teacher educators is greater than other new professors, given that CTE teacher educators might not only have to meet typical teaching responsibilities, but also have to learn about supplying and maintaining technical laboratories, visiting student teachers, advising student organizations, and understanding the state's credentialing system for teacher certification. (p. 25)

A. Mark Doggett directs our attention to the question, "If given a choice, would students select videoconferencing over face-to-face instructional methods?" (p. 29) An oversubscribed class provided the author with an opportunity to utilize simultaneous face-to-face instruction and videoconferencing to a remote classroom. The results indicate that, "if given a choice, students prefer face-to-face interaction with the instructor" (p. 39). However, Doggett also provides some interesting observations that make the article well worth adding to your list of references as you weigh the pros and cons of videoconferencing as an instructional tool.

Susan J. Olson and Cathy M. Spidell conducted a follow-up to earlier studies conducted in 1991 and 2001 to investigate changes that have occurred in the credentialing of postsecondary technical faculty. "The specific objectives of this study were: (a) to describe current credentialing requirements for two-year college technical instructors; (b) to describe program requirements for postsecondary technical teacher education programs; and (c) to compare changes that have occurred since prior studies" (p. 42).

Perhaps the most interesting finding is that there are more institutions preparing postsecondary technical instructors than there are states that required a credential to teach. Personally, I wonder if the program of study emphasis within Perkins VI will have an impact on the findings of the next follow-up study.

Finally, I am pleased to be able to share with you the first book review in quite some time. Michael Kroth has provided us with an insightful review of the work of co-authors James A. Gregson and Jeff M. Allen entitled *Leadership in Career and Technical Education: Beginning the 21st Century*. I believe that Michael's review will lead you to add the book to your reading list.

Enjoy!