Letter from the Editor-in-Chief

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This is our third issue of the new format for The Journal of Effective Teaching. We have had over fifty submissions in less that a year and a half with an acceptance rate of about 29%. The published articles have ranged over topics from designing rubrics, critical thinking and memorization to issues in the use of technology, such as plagiarism, blogging, and online teaching. There are many other issues that face the university instructor and we would like to hear more in future issues. We hope you enjoy the articles in this issue and that you will also go back and read articles in the previous issues. These might inspire you to think about your teaching and how you might be able to share with us scholarly articles on hat you and your colleagues are doing to improve your teaching in university classes.

In this issue you will find discussion about using blogs and introducing research methods into the classroom. We have another article on the design of rubrics, which is something we all might be doing, though not in a rigorous way. There are also some specific topics in using children’s literature or Talking Drawings to enhance communication in the classroom. These articles exhibit the variety of teaching methods and tools that others are using to enhance their teaching.

We mostly aim at publishing articles in the areas of Effective Teaching and the Scholarship of Teaching. We are particularly interested in the listed topics, including empirical research on pedagogy, innovations in teaching and learning, and classroom experiences. Contents Areas are described at the journal site: http://www.uncw.edu/cte/et. We hope to publish special issues devoted to special topics in line with the journal mission. Any suggestions from our readers are welcome.

Special Issue on Teaching Evolution and Darwinism in the Classroom

Next year is the bicentennial of Darwin’s birth (February 12, 1809) and the 150th anniversary of the publication of On the Origin of Species (November 24, 1859). Many will be celebrating these events and there will most likely be a lot of discussion in classrooms about the impact of Darwin’s work both in the sciences and beyond. Considering the recent controversies in public schools and in the media, this topic may lead to questions as to how to effectively teach a diverse student population and the public about the science, the philosophy, and the history of evolution and Darwinism in our society.

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Next year we are planning a special issue of *The Journal of Effective Teaching* devoted to the teaching of evolution in a university setting. We will be soliciting articles for this issue beginning late this year consistent with the mission of this journal. This issue will be in addition to two issues containing regular articles. The articles will be subject to the normal peer review process and we welcome submissions from university instructors in a variety of disciplines. We do emphasize that we seek articles on effective teaching at the university level. We will be posting specific criteria and content areas specific to this special issue in a future Call for Papers.

For example, these topics may include: Darwinism in the history and philosophy of science, politics, and religion; Evolution and the nature of science; barriers in the understanding of evolution; strategies for teaching controversial issues related to evolution and/or Darwinism; educational research in the teaching of evolution; challenging preconceptions in the classroom; and, engaging students who have strong religious views in scientific investigations as part of a liberal arts degree.

We are looking forward to working with new authors on this special issue and will welcome your contributions to the journal. A Call for Papers will be forthcoming.