

Introduction



Tiffany Wilson, Editor

This Fall issue provides readers with an array of information that includes challenges of Covid-19 and instructional practices that support diverse student populations. The IJWC continues to be committed to promoting holistic learning and the development of children.

Article #1:

Designing Clothing Patterns to Promote Fine Motor Skills: A Research and Development Project
Usep Kustiawan, Rosyi Damayani T. Maningtyas, Arda Purnama Putra,
Ayu Asmah

This article discusses the importance of children in their early childhood to learn and engage in activities that develop their fine motor skills. The specific activity presented in this article is designing clothing patterns. This activity allows students to experience sewing as an effective instructional medium for developing their fine motor skills. Further, this article discusses the importance of product development and methods when designing these types of experiences for young children.

Article #2:

Developing Children's Resilience to Overcome Recent Challenges
Mona Moshen Alzahrani

This article discusses the topic of resilience and the importance of resilience within individuals' lives. Mona Moshen Alzahrani examines the construct of resilience and strategies for building resilience in young children. These strategies include social interactions, problem solving, sharing, positive care/interaction, and spiritual life. Further, the article discusses risk factors and protective factors, research on the topic of resilience, and how to improve children's resilience in and outside of the school setting through activities such as building strong relationships with children, learning from experience, discussing the bright side of experiences, self-enhancement, and labeling emotions and laughter.

Tech Talk Manuscript

eLearning for K-12: Challenges and Solutions
Nancy Caukin, Lori Vinson

In the Tech Talk article, "eLearning for K-12: Challenges and Solutions," Nancy Caukin and Lori Vinson discuss the technology challenges of the Covid-19 pandemic that many teachers and parents experienced when teaching and learning transitioned to remote options due to school closures. The article details the lack of teaching knowledge, inequity of technology and materials, and misbehavior and explores suggested solutions while considering the whole-child approach of integrating social and emotional learning and mindfulness.

Children & Families: Health and Wellness

The Intersection of Trauma, Mental Health, and Academic Performance among School-Aged Youth

Quiteya Walker, Nykeisha Grant, Chantel Johnson, Carolyn Rollins

In the Children & Families: Health and Wellness article, “The Intersection of Trauma, Mental Health, and Academic Performance among School-Aged Youth, Quiteya Walker, Nykeisha Grant, Chantel Johnson, Carolyn Rollins detail the negative impact the Covid-19 pandemic has inflicted upon school-aged youth. This article explores how school-age youth are experiencing mental health issues and increased violence. Moreover, this article further discusses the need for K-12 schools to understand how poor mental health and increased violence is having a negative effect on the academic performance of school-age youth.

Education by the Numbers

Donald Snead

The data provided by Donald Snead in “Education by the Numbers” discusses the importance of teachers and their role in public schools. He further addresses the characteristics of public-school teachers by instructional level and on the basis of sex.

STEAM Manuscript

STEM Content vs. A Sense of Wonder and Joy of Learning: It Shouldn’t Have to be a Choice
William Stone

William Stone wrote a reflective article about how STEM programs should include traits such as creativity, wonder, curiosity, and imagination when it comes to scientific processes over the typical rigid structure. He gives examples of scientists and inventors that went above this ridged structure and dared to use their creative curiosity and imagination to explore the world with wonder. Some of these scientists and inventors include Richard Feynman, Leonardo da Vinci, and Lonnie Johnson. Further, Stone discusses the Genius Hour and ideas for encouraging creativity, wonder, and imagination in STEM programs for students.

Page Turners: Books for Children

Katrina Bartow, Carla K. Meyer, Michelle Sobolak, Patricia Crawford, and Maria T. Genest

In this article, different children’s books are listed with descriptive summaries on each one. The books include *Bonaparte Plays Ball*, *Facing Fear*, *Here We Are: Book of Numbers*, *If You Come to Earth*, *Me and My Sister*, *Moon Camp*, *No Reading Allowed: The WORST read-aloud book ever*, *Ship in a Bottle*, and *Rules of Wolves*.

Emerging Scholar

The Utilization of Instructional Coaches on the Impact of Student Achievement and Teacher Instructional Practices in Reading and Math in Grades Three through Eight
Laurie Offutt and Donald Snead

Laurie Offutt and Donald Snead conduct a study on how instructional coaches and teacher instructional practices can help to increase student achievement in subjects such as reading and math for third through eighth grade students. They define instructional coaching and discuss professional development and student achievement before introducing the study. They detail the proposed research question, theoretical framework, methods, participants, data collection, data analysis, and the summary of findings within their article. The study results revealed that the utilization of instructional coaches increased scores in all sub-groups one year after the implementation, however, they found that the increase was not maintained in all subgroups such as English Language Learners and students with disabilities. Lastly, they discuss future implications and limitations of utilizing instructional coaches.

“Productive Struggle” as an Effective Strategy in Elementary Math Classrooms
Sara R. Daily

Sara R. Daily’s article discusses an instructional strategy called Productive Struggle. This strategy helps students to gain a deeper understanding of mathematics through their own thinking and reasoning. One of the purposes of this strategy is to help students who find math difficult to work towards developing a deeper understanding to where they become more confident in their abilities to think deeply, gain understanding, and be independent problem solvers. Further, she includes a discussion of different theories such as Lev Vygotsky’s theory of zone of proximal development and Brousseau’s theory of didactical situations that are found within the productive struggle research. She closes out her article with information on the benefits, ways to teach it, what it looks like in the classroom, and the potential challenges this strategy faces.

Multiple Intelligence in a Center Based Environment
Kaitlyn M. Arns

Kaitlyn M. Arns’s article goes in depth about Howard Gardner’s Theory of Multiple Intelligences and describes the nine main multiple intelligences that exist in humans. Further, Arns describes how to use the Theory of Multiple Intelligences in the Classroom, Self-Determination Theory, and the importance of play and inquiry to activate multiple intelligences. To close out the article Arns presents how to incorporate Multiple Intelligence Theory into Classroom Practice through the creation of student-centered environments and using centers in the classroom. She also provides effective methods of assessment teachers can use in incorporating this theory into their teaching practices.