

The Common Good: A SUNY Plattsburgh Journal on Teaching and Learning

Volume 1
Issue 1 *Inaugural Issue*

Article 4

10-18-2013

Welcome to the Inaugural Issue

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Recommended Citation

Kasper, Becky. "Welcome to the Inaugural Issue." *The Common Good: A SUNY Plattsburgh Journal on Teaching and Learning* 1 (2013), <http://digitalcommons.plattsburgh.edu/commongood/vol1/iss1/4>.

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Welcome to the inaugural issue of The Common Good, the online journal on teaching and learning from the Center for Teaching Excellence at SUNY Plattsburgh. Our Center is committed to supporting faculty in their efforts to develop as excellent teachers and to create opportunities for sharing resources and developing conversations about teaching.

In our journey to be exemplary teachers we face many challenges. Some of those challenges concern the very structure of the U.S. educational system, others are posed by the growth and increasing influence of technology, and still others are generated by economic forces, all of which pressure us to both adapt and remain true to the core vision of our vocation. Despite the complex issues, and sometimes discouraging cultural and political attitudes towards our mission as teachers, we remain dedicated to the common good of teaching and learning. The title of this journal reflects our understanding that teaching is fundamentally communication of the human experience and a promise that we will value our responsibility to enrich that experience. We do not view ourselves as disinterested sages but in a partnership with our students. Frankly, we are in this together. We are both teachers and learners. It is because our task is noble that we approach it with humility. That we teach well is our common good.

We welcome submissions of articles that reflect this philosophy and that may help us all to traverse the obstacles we experience in fulfilling our desire to be the best educators possible. It is our hope that this journal provides its readers with tools for good teaching practices and with ideas that provoke insight. We would like to nourish a true community of reflective educators and we want you to be a part of that. We invite you to take the time to review the articles in this first issue and to contact us with any comments you may have. The next issue, to be published fall, 2014, will feature articles on civic responsibility and engagement as a pedagogical undercurrent in teaching across disciplines. We encourage you to consider submitting a piece that addresses this theme in respect of teaching techniques or teaching philosophies, and we would also be pleased to review submissions by your students.

A handwritten signature in blue ink, appearing to read "Bealy Kasper". The signature is fluid and cursive, with a long horizontal stroke at the end.

Editor-in-Chief