



The University of Missouri—St. Louis

## **MWERA 2007 Conference Retrospective**

Keynote Addresses

Call for Proposals for Fall Conference 2008

## *On the Cover*

The University of Missouri St. Louis was established in 1963 as one of four statewide campuses of the University of Missouri system. UM-St. Louis is the largest university in the area and third largest in Missouri. For more than 40 years, the College of Education at UM St. Louis has continued its commitment to preparing high quality professional educators. More than 70 full-time faculty teach in the College, including an unprecedented 14 endowed professors and 11 faculty who share appointments in both the College of Arts and Sciences and the College of Education. The College's award-winning Technology and Learning Center, dedicated solely to serving education students and professionals, offers unmatched opportunities for faculty, students and practicing teachers to use state-of-the-art technologies that improve communications and learning. More than 200 partnerships through research grants and community engagement programs connect students, faculty, teachers, counselors, and parents with local resources, national initiatives and global outreach.

## *Call for Manuscripts*

The Mid-Western Educational Researcher is a scholarly journal that publishes research-based articles addressing a full range of educational issues. The journal also publishes literature reviews, theoretical and methodological discussions that make an original contribution to the research literature, and feature columns. There are four issues of the journal published annually.

The journal is accepting manuscripts for review and possible publication. Manuscripts are submitted to blind reviews by three researchers with knowledge of the literature in the appropriate area. The editors will review the manuscript and make the final decision. The review process requires approximately four months.

Manuscripts are accepted from faculty, students, and professionals working in educational or non-educational settings. Membership in the MWERA is not required in order to submit a manuscript for review. The editors encourage the submission of revised papers that have been presented at the annual meetings of the MWERA, AERA, and other professional organizations.

Graduate Student Section: MWERA and the editors of MWER are committed to mentoring graduate student scholars as they enter their chosen fields. For this reason, MWER has devoted space to publishing accepted manuscripts on which graduate students are the sole or first author. Students submitting manuscripts for the Graduate Student Section should indicate this in the cover letter to their submission. This does not preclude graduate student manuscripts from appearing outside the Graduate Student Section. Graduate student manuscripts undergo the same blind review process as all manuscripts.

All manuscripts must be submitted for review electronically. Submit the manuscript to Dr. Julia Matuga, Submissions Co-Editor, at [mer@bgsu.edu](mailto:mer@bgsu.edu) as an email attachment. Indicate in the subject line that this is a MWER manuscript. Manuscripts should be formatted as an MS Word document using 12 point Times New Roman font. Manuscripts should conform to the style and format described in the Publication Manual of the American Psychological Association, 5<sup>th</sup> edition. All manuscripts should be typed, double-spaced, with 1½ inch margins on all sides, and include page numbers. An abstract of fewer than 100 words should accompany the manuscript. The author's name, contact information, and affiliation should appear on the title page only. Submissions typically are less than 20 pages in length, including references, title page, and abstract.

All manuscripts will be acknowledged electronically upon receipt. Please note that authors are responsible to submit manuscripts that are free of grammatical and mechanical errors. Manuscripts will be initially screened for format and fit for the journal by the editors. Appropriate manuscripts will be submitted to blind review. The editors reserve the right to make minor modifications in order to produce a more concise and clear article. Contributors acknowledge by virtue of their submission to the journal that they will consent to have their work available internationally through the EBSCO portal, as per agreement with the MWERA.

Questions regarding the journal should be directed to the Submissions Co-Editor:

Dr. Julia M. Matuga  
Associate Dean for Graduate Studies & External Programs  
College of Education & Human Development  
Bowling Green State University  
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# ***The Mid-Western Educational Research Association***

A gift membership has been given to you, \_\_\_\_\_

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**Your name is now included as a member of one of the most recognized, well-respected educational research groups in the United States and Canada. Your one-year membership includes a subscription to the *Mid-Western Educational Researcher*, the association's journal. Members pay reduced registration fees for the annual meeting held in October. The conference attracts many nationally-recognized leaders in educational research. Enjoy your membership!**

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## *MWERA 2007 Highlights*

Dimitar M. Dimitrov, MWERA Program Chair  
George Mason University

I would like to thank all participants and proposal reviewers at the 2007 MWERA Annual Meeting for their time, effort, and contributions to the success of this exciting event—105 reviewers contributed to the quality of presentations involving 270 participants in 96 sessions (workshops, paper presentations, symposia, roundtables, posters, and meetings). The theme of the Meeting, *Standards in Conducting and Publishing Research in Education*, was timely and in tune with recent discussions of this topic initiated by the American Educational Research Association (AERA).

The Annual Meeting began on Wednesday, October 23, with three workshops in the afternoon followed by a Fireside Chat with Thursday's Keynote Speaker, Dr. Patricia B. Elmore, Interim Associate Provost for Academic Affairs and Professor in the Department of Educational Psychology and Special Education at Southern Illinois University, Carbondale. The Keynote Address delivered by Dr. Elmore, entitled *The Road to Getting Published*, was based on her current and past experiences with editing professional journals and books as well as directing participants in the Getting Published course at annual meetings of AERA. Dr. Elmore focused on strategies to be considered during the process of moving a manuscript through publication, such as targeting a journal, submitting a manuscript, understanding the review process, ethical issues associated with writing research papers, and strategies for revision (or regrouping after rejection) of a manuscript.

Friday's Keynote Address was delivered by Dr. Bruce Thompson, a Distinguished Professor of Educational Psychology and CEHD Distinguished Research Fellow, and Distinguished Professor of Library Sciences at Texas A&M University. In his address, entitled *Standards in Conducting and Publishing Research in Education*, Dr. Thompson spoke about problems and encouraging signs regarding the quality

of research in education. His arguments were based on his own experiences and the views of some AERA past presidents such as Penelope Peterson, Jim Popham, Alan Schoenfeld, and Gene Glass. Dr. Thompson reflected on issues such as the paradigm war between quantitative and qualitative researchers, the role of mixed-methods, and trends of standards in the practice of research in education, psychology, and medicine. He paid particular attention to the role of the AERA in the process of improving scientific rigor in education research.

The Presidential Address of Dr. Sharon Valente from Ashland University, Ohio, gave an emotional perspective and flavor to the topic of scholarship in education. In her talk, entitled *The Heart of the Scholarship of Teaching and Learning—Lifelong Mentoring*, Dr. Valente focused on the role of mentoring in paradigms of Scholarship of Teaching and Learning (SoTL). To illustrate the importance of openness and outreach for mentoring students, Dr. Valente referred to her own experiences with mentors such as Dr. Isadore Newman, recently retired from the University of Akron, Ohio, and Dennis Leitner, recently retired from Southern Illinois University at Carbondale.

In conclusion, I would like to emphasize that my work as Program Chair of the 30<sup>th</sup> Annual Meeting of MWERA was rewarded by the impact this event has had and will continue to have on the research experiences of all participants. I would like to point out that this would have not been possible without the support provided by the MWERA Board of Directors, and particularly by the Immediate Past President Rodney Greer, President Sharon Valente, and President-Elect Craig Mertler. I would like to thank all participants for attending and I look forward to seeing you at the 31<sup>st</sup> Annual Meeting of MWERA in Columbus, Ohio in 2008!



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## Keynote Address

# The Road to Getting Published

Patricia B. Elmore

Darren M. James

Southern Illinois University Carbondale

### Abstract

*This keynote address was based on Patricia B. Elmore's experiences with editing and reviewing manuscripts as well as directing or participating in the Getting Published course at annual meetings of the American Educational Research Association. Strategies to be considered during the process of moving a manuscript through the publication process are elaborated on throughout the article including: targeting a journal, ethical issues when writing a scientific paper, submitting a manuscript, understanding the review process, deciphering the editor's letter, revising and resubmitting the manuscript, and regrouping after rejection.*

This keynote address was based on Patricia B. Elmore's experiences with editing and reviewing manuscripts as well as directing or participating in the *Getting Published* course at annual meetings of the American Educational Research Association. She is currently co-editor with Gregory Camilli of *Educational Researcher (ER)*, published by the American Educational Research Association, and immediate past editor of *Measurement and Evaluation in Counseling and Development (MECD)*, sponsored by the Association for Assessment in Counseling and Education (AACE) and published by the American Counseling Association (ACA). In addition, she chaired the ACA Council of Journal Editors and edited the AERA SIG Professors of Educational Research Newsletter. The *Handbook of Complementary Methods in Education Research* she co-edited with Judith Green and Gregory Camilli (2006) was published for AERA by Lawrence Erlbaum Associates, Inc.

Appointments to editorial boards have included *American Educational Research Journal*—Section on Teaching, Learning and Human Development; *Applied Measurement in Education*; *Educational and Psychological Measurement*; *Journal of Educational Psychology*; *Measurement and Evaluation in Counseling and Development*; American Psychological Association (APA) Division 5 newsletter *The Score*; and National Council on Measurement in Education (NCME) *NCME Quarterly Newsletter*. She has served as a guest reviewer for *Educational Evaluation and Policy Analysis*, *Educational Measurement: Issues and Practice*, *Educational Researcher*, *Journal of Counseling Psychology*, *Journal of Educational and Behavioral Statistics*, *Psychological Reports*, and *The American Statistician*, among others.

In July 2006 Darren James assumed the role of Editorial Assistant for *Educational Researcher* and coordinates the editorial office of the journal at Southern Illinois University Carbondale.

Because the first author has participated with so many outstanding professionals in venues discussing publishing, it is important to recognize that most of the comments that

follow are collective wisdom from those venues and do not necessarily represent new ideas or knowledge. However, the first author's experiences described earlier provide a context for the recommendations that follow.

### Strategies for Getting Published

Once an author has conceptualized a study, conducted the research, collected and analyzed data, and begun to write a manuscript, the author should consider the following seven strategies or issues during the process of moving a manuscript through the publication process.

1. Targeting a Journal
2. Ethical Issues When Writing a Scientific Paper
3. Submitting a Manuscript
4. Understanding the Review Process
5. Deciphering the Editor's Letter
6. Revising and Resubmitting the Manuscript
7. Regrouping after Rejection

### Targeting a Journal

In order to understand the process of publishing, it may be helpful to become familiar with the basic structure of most journals and the similarities and differences in the selection of editors, appointment of editorial board members, and sponsorship by a professional association.

Editors for journals sponsored by a professional association like AACE, ACA, AERA or Midwestern Educational Research Association (MWERA) are usually appointed by the President with input from a publications or selection committee following an open nomination and application process. Journals sponsored by professional associations provide guidelines for editors and authors and ethical standards for conducting research. AERA has an online edition of the Publications Manual with policies and procedures followed by all journals sponsored by the Association (AERA, 2005);

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*Ethical Standards of the American Educational Research Association: Cases and Commentary* (AERA, 2002); and, *Standards for Reporting on Empirical Social Science Research in AERA Publications* published in *Educational Researcher* in volume 35, issue 6 (2006). Two overarching principles in the Standards are:

First, reports of empirical research should be *warranted*; that is, adequate evidence should be provided to justify the results and conclusions.... Second, reports of empirical research should be *transparent*; that is, reporting should make explicit the logic of inquiry and activities that led from the development of the initial interest topic, problem or research question; through the definition, collection, and analysis of empirical data or evidence; the articulated outcomes of the study. (p. 33)

All of these documents are “must reads” prior to submitting a manuscript to journals sponsored by AERA. The oversight provided by the publications committee provides the essential checks and balances so necessary in “high stakes” situations like the decision by the editor whether to publish a manuscript that has the potential to enhance an author’s professional career.

When targeting a journal, most experienced authors use references such as Cabell’s Directory of Publishing Opportunities in Education, 8<sup>th</sup> edition, (2007-2008) in areas such as Educational Psychology and Administration, Educational Curriculum and Methods, and Educational Technology and Library Science, among others. Other important sources of information about numerous journals are the biannual surveys of editors conducted by Kenneth T. Henson and published in *Phi Delta Kappan* (1997, 1999, 2001, 2003, 2005). The characteristics of a selected sample of between 35 and 50 education journals such as *Education Leadership*, *Journal of School Health*, and *Reading Research Quarterly* appeared in each article with the following information for each journal: number of readers; whether the manuscripts are refereed; percentage of research articles; percentage of themed issues per year; rejection rate; average number of weeks required for a decision; months required for publication; preferred length in manuscript pages; required style; whether submission is electronic; and, whether the editor prefers communication with authors by letter, phone call, or email.

Prior to final selection of a journal, familiarize yourself with recent issues of the journal, editorials by current and previous editors, rejection rate, average time from receipt of manuscript to the editor’s decision, and manuscript submission guidelines. Note that some of the information is available in references such as Cabell (2007-2008) and Henson (1997, 1999, 2001, 2003, 2005) but may also be published annually by the professional association sponsoring the journal. For example, the American Psychological Association publishes annual statistics regarding all of their journal publications in a two-page table in the August issue of *American Psychologist*. Editorials and articles that many new authors have found particularly useful have been published by Daniel

and Onwuegbuzie (2007); Klingner, Scanlon, and Pressley (2005); Mayrath and Robinson (2006); Nickerson (2005); Onwuegbuzie and Daniel (2005); and Thompson (1995).

## Ethical Issues When Writing a Scientific Paper

The publications committee of the American Physiological Society (APS) published a document entitled “What you need to know about Ethical Issues when Writing a Scientific Paper” in 2005. The poster produced and distributed by APS has provided an important service to all professionals who conduct research for publication in a scientific or professional journal. The poster lists “the most common Ethical Problems found in scientific papers (and how to avoid them)” including columns with a definition and how to avoid for each of the following: “plagiarism, duplicate publication, redundant publication, falsification and fabrication, human/animal welfare issue, conflict of interest, and authorship.”

## Submitting a Manuscript

Authors should not deviate from manuscript submission guidelines published by the journal. Of particular importance are the following: style specified—APA according to the fifth edition of the *Publication Manual of the American Psychological Association* (APA, 2001), Modern Language Association (Gibaldi, 1998, 2003), The University of Chicago (2006), among others. According to the five surveys published by Kenneth T. Henson in *Phi Delta Kappan* (1997, 1999, 2001, 2003, 2005), approximately two-thirds of the education journals surveyed by him required or preferred APA style. Beyond style concerns, journals provide guidelines for manuscript length or word count; abstract length and form; identification of authors depending on whether review is blind or double blind; details regarding essential author contact information; and, the number and form of tables, figures, and illustrations.

## Understanding the Review Process

A key element of the review process is the assignment of manuscripts to reviewers. Most editors assign manuscripts to members of the editorial board as well as to guest reviewers with specialized expertise in the substantive content area or methodology used in the study. Because timely publication of findings is an important aspect of communicating with the profession, authors and editors share the concern that reviews be completed as soon as practicable. Reviews are done as professional service and no stipend is provided; therefore, expectations for length of time for a reviewer to complete the evaluation of a manuscript need to be realistic.

The editorial team for *Educational Researcher* (ER) includes two co-editors of the journal and of the Features section with three editorial assistants, one associate editor of Features and editor of Book Reviews with one editorial assistant, and one editor of the Research News and Comment section with four editorial assistants. We have set a goal to



# What you need to know about **ETHICAL ISSUES** when Writing a Scientific Paper



*The most common Ethical Problems found in scientific papers (and how to avoid them):*

	<i>Definition</i>	<i>How to Avoid</i>
<b>Plagiarism</b>	Taking the work of another. Copying a figure, table, data, or even wording from a published or unpublished paper without attribution.	Provide citations to the work of others. Do not copy exact wording from another's paper to yours, even if referenced, unless in quotes.
<b>Duplicate Publication</b>	Submission of or publication of the same paper or substantial parts of a paper in more than one place.	Do not submit the same paper or parts of that paper to more than one journal at a time. Wait until your paper is rejected or withdraw it before submitting elsewhere.
<b>Redundant Publication</b>	Using data from another paper (usually your own) in a new paper. Also called auto- or self plagiarism.	Do not use data from a previous study, even for statistical analysis. Repeat necessary control groups for each experiment.
<b>Falsification and Fabrication</b>	Changing or making up data in a manuscript, usually to improve the results of the experiment.	Paper should reflect exactly the protocol followed and the results in the experiment.
<b>Human/Animal Welfare Issue</b>	Treatment of animal or human subjects that does not meet standards or journal policy.	You must have IRB or IACUC approval for the study protocol. Do not deviate from the approved protocol.
<b>Conflict of Interest</b>	Real or perceived conflict due to employment, consulting, or investment in entities with an interest in the outcome of the research.	Disclose all potential conflicts to the Editor of the journal and within the manuscript.
<b>Authorship</b>	Disputes arising from addition, deletion, or change of order of authors.	Agree on authorship before writing begins, preferably at the start of the study. Sign publishers' authorship forms. All authors should have made a substantial contribution to the paper.

*Brought to you by the Publications Committee of the American Physiological Society  
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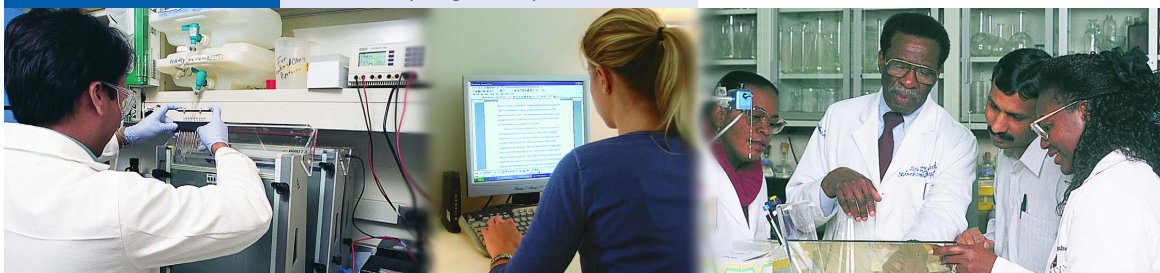


Figure 1. Insert American Physiological Society poster

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complete internal review of each manuscript by members of the editorial team within two weeks of submission with the result that either the manuscript is sent out for external review or an e-mail letter is sent to the corresponding author indicating the manuscript is not appropriate for *ER*.

Journals certainly differ in the number of editors, associate editors, and editorial assistants; however, a journal like *ER* that receives many manuscripts and is published nine times a year usually has a fairly short internal review process with a somewhat longer external process. Again, the *ER* editorial team has set a goal of no longer than three months between submission and final decision on the manuscript by the editor. What complications will not allow editors to meet their goals? Because most journals request a review prior to sending the manuscript, timely decisions are not possible if the reviewers (1) do not acknowledge the request even after numerous reminders and new reviewers must be selected, (2) accept the assignment and then never complete the review or complete it many months after the deadline, or (3) make recommendations that are so inconsistent that additional reviews are needed for an informed decision by the editor.

### Deciphering the Editor's Letter

Although editorial decisions may differ somewhat, the most common decisions by the editor are: Accept, Accept with Minor Revisions (usually for the editor's review), Revise and Resubmit (for re-review by the same or a combination of the same and different reviewers), and Reject. If you are unfamiliar with the review process, ask an experienced colleague to "translate" the editor's letter and recommendations.

### Revising and Resubmitting the Manuscript

Most manuscripts are not accepted on the first round of reviews. In fact, a revise and resubmit is most common and means that your manuscript has an excellent prognosis. Read the editor's letter very carefully; study the contents. If the editor recommends that you revise and resubmit, follow the editor's recommendations in terms of timeline for resubmission, format, revisions that are not negotiable, and revisions that are left to the author's discretion. Be sure to revise the manuscript as soon as possible including a letter to the editor that has a positive tone that is not defensive or argumentative. If you feel that the manuscript is improved based on the reviewers' comments, be sure to acknowledge their role in improving the manuscript. The letter to the editor should provide a detailed enumerated list of how concerns were addressed and the changes that were made relative to the editor's and reviewers' recommendations referencing page numbers in the original and revised manuscripts. It is particularly helpful to the editor and reviewers during the second round of reviews if the author has provided a roadmap of the revisions and will facilitate a quicker review process.

### Regrouping After Rejection

After receiving a rejection letter, set the manuscript aside only a day or two and then immediately begin the cycle again of targeting the next journal and submitting the manuscript to a different outlet. Incorporate the changes recommended in a rejection letter and reviews only if you judge the changes appropriate. Professionals who publish consistently have received numerous rejection letters. Most rejections appear to be due to selection of an inappropriate journal rather than the quality of the manuscript. If the study was determined to have a fatal flaw, work on a new study and do not try to publish seriously flawed research.

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# *Mid-Western Educational Research Association*

## **31<sup>st</sup> Annual Meeting**

### **Call For Proposals**

**Proposal Deadline: *May 1, 2008***

October 15-18, 2008

The Westin Great Southern Hotel, Columbus, Ohio

Doug Feldmann, Program Chair

[mwera@nku.edu](mailto:mwera@nku.edu)

The 31<sup>st</sup> Annual Meeting of the Mid-Western Educational Research Association (MWERA) will be held in Columbus, Ohio with an exciting program of invited speakers, focused workshops, and peer-reviewed papers presented in a variety of session formats. The 2008 program will center on this year's theme—*The Globalization of the Teacher Education Experience*—and will feature dynamic speakers of interest to both researchers and practitioners. Teachers, administrators, and other school personnel are especially invited to come and share their school-based research and experiences at the 2008 MWERA conference.

We will be meeting at the historic Westin Great Southern Hotel in Columbus. The hotel has excellent meeting facilities, and the location is only a short walk from the quaint shops of the German Village and one block from the Columbus City

Center. The hotel has recently undergone a major renovation, including the improvement of all guest rooms, meeting spaces, wireless internet, and other amenities. Columbus is the home to numerous theaters, a symphony, wonderful restaurants, Ohio State University athletics, shopping, and fun nightlife!

If you are looking for a place to sit down and chat with colleagues from schools and universities about your ideas and perspectives, the Mid-Western Educational Research Association provides that opportunity with its supportive, collaborative environment. Educational researchers across North America return to MWERA to renew acquaintances, make new contacts, and engage in exciting conversation in a collegial atmosphere.



***Come and be a part of MWERA in 2008!***

## General Information

The 2008 MWERA Annual Meeting will be held **Wednesday, October 15 through Saturday, October 18** at the Westin Great Southern Hotel in Columbus, Ohio. This year's theme is *The Globalization of the Teacher Education Experience*. The program will consist primarily of presentations, selected through a peer review process, by divisional program chairpersons. In addition, there will be invited speakers and symposia, panel discussions, special sessions for graduate students, new faculty, and new members, as well as a luncheon and other social events open to all attendees.

Proposals **MUST** be submitted electronically over the Internet using the form available on the meeting website. **Proposals mailed or e-mailed to the Program Chair or Division Chairs will NOT be processed.** Specific instructions for electronic submission can be found at the meeting website:

**<http://www.mwera.org>**

Questions about a proposal, the electronic submission process, or the meeting should be directed to the Program Chair:

**Doug Feldmann**  
**MWERA–2008 Program Chair**  
**College of Education and Human Services**  
**Northern Kentucky University**  
**Highland Heights, KY 41099**  
**Office: 859-572-5829**  
**Fax: 859-572-6096**  
**E-mail: [mwera@nku.edu](mailto:mwera@nku.edu)**

Any educational professional may submit a proposal for MWERA-2008, whether or not that person is currently a member of MWERA. *All Annual Meeting presenters must be members in good standing with MWERA (non-members must join MWERA upon notification of proposal acceptance).* To promote broader participation in the program, no one person should appear as a presenter on more than three proposals.

All proposals must be posted on the MWERA website no later than midnight EST on May 1, 2008. Submissions will then be forwarded to Division Chairs. Each Division Chair will coordinate a number of volunteers in a system of blind (without author identification) review. Appropriate criteria, depending on the format and type of scholarly work being presented, have been developed and are used for the review process. These criteria include: (a) topic (originality, choice of problem, importance of issues); (b) relevance of topic to the Division and MWERA membership; (c) contribution to research and education; (d) framework (theoretical/conceptual/practical, rationale, literature review, grounding); (e) analyses and interpretations (significance, implications, relationship of conclusions to findings, generalizability or usefulness); and (f) overall written proposal quality (clarity of writing, logic, and organization).

Papers presented at MWERA are expected to present original scholarship, conducted by the author(s), which has not been previously presented at any other meeting or published in any

journal. Further, it is a violation of MWERA policy to promote commercially available products or services (except as exhibits) that go beyond the limits of appropriate scholarly/scientific communication. Individuals who wish to display educationally-related products or services are encouraged to contact Dr. Doug Feldmann, Program Chair, COEHS, Northern Kentucky University, Highland Heights, KY 41099.

All persons presenting at the 2008 Annual Meeting are expected to register for the full meeting, *including graduate students*. All sessions listed in the program will be open to any registered meeting participant; however, enrollment may be limited (and a small additional fee required) for some workshop sessions. Tickets for the Friday luncheon and speaker are available to all pre-registrants. *Ticket availability is not guaranteed for late and on-site registrants.* Registration materials for the 2008 Annual Meeting will be published in the *Mid-Western Educational Researcher*, on the MWERA website, and can be obtained by contacting the Program Chair.

**Presenters whose papers have been accepted to a session with a Session Chair and/or Session Discussant are responsible for submitting a completed version of their conference paper to the Session Chair and Discussant no later than September 15, 2008.** *Papers not available to the Session Chair and Session Discussant may be dropped from the program. Presenters must also provide complete copies of their papers to attendees at their sessions.* Overhead projectors and screens will be provided by MWERA in most presentation rooms. *Presenters needing additional A/V equipment are responsible for arranging such with the hotel at the presenter's own additional expense.*

MWERA reserves the right to reproduce and distribute summaries and abstracts of all accepted proposals, including making such works available in a printed Program Abstract, through the MWERA website, and in press releases promoting the Annual Meeting and the organization. *As a condition of acceptance, all authors of papers accepted to the 2008 Annual Meeting explicitly grant MWERA the right to reproduce their work's summary and/or abstract in these ways.* Such limited distribution does not preclude any subsequent publication of the work by the author(s).

**Authors of accepted proposals assume the ethical and professional responsibility to appear at the Annual Meeting and to participate in their presentation or assigned session.** When circumstances preclude the author(s) from doing so, it is the responsibility of the author to arrange a suitable substitute and to notify the Program Chair in advance.

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## Important Dates

<b>Proposal Submission Deadline</b>	<b>May 1, 2008</b>
Notification of Acceptance	July 14, 2008
Papers to Session Chairs/Discussants	September 15, 2008
Registration and Hotel Reservations	September 22, 2008
MWERA 2008 Annual Meeting	October 15-18, 2008

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## Session Format Descriptions

### Paper Presentation

Paper sessions are intended to allow presenters the opportunity to make short, relatively formal presentations in which they overview their papers to an audience. Three to five individual papers dealing with related topics are grouped into a single session running from 1.5 to 2 hours. The presenter(s) of each paper is (are) allowed approximately 15 minutes to present the highlights of the paper. A single Session Discussant is allowed approximately 15 minutes, following all papers, for comments and critical review. A Session Chair moderates the entire session. Presenters are expected to provide complete copies of their papers to all interested audience members.

### Roundtable Discussion/Poster

Roundtable Discussion/Poster sessions are intended to provide opportunities for interested individuals to participate in a dialogue with other interested individuals and the presenter(s) of the paper. Presenters are provided a small table around which interested individuals can meet to discuss the paper. Presenters may elect to provide small, table-top poster-type displays, ancillary handouts, or other table-top A/V materials to augment their discussions. Interested individuals are free to move into and out of these discussions/posters as they wish. Presenters are expected to make available complete copies of the paper on which the roundtable discussion/poster was focused.

### Symposium

A symposium is intended to provide an opportunity for examination of specific problems or topics from a variety of perspectives. Symposium organizers are expected to identify the topic or issue, identify and ensure the participation of individual speakers who will participate in the session, prepare any necessary materials for the symposium, and Chair the session. It is suggested, though not required, that the speakers or symposium organizer will provide interested individuals with one (or more) papers relevant to, reflective of, or drawn from the symposium.

### Workshop

Workshops are intended to provide an extended period of time during which the workshop leader helps participants develop or improve their ability to perform some process (e.g. how to provide clinical supervision, using the latest features of the Internet, or conduct an advanced statistical analysis). Organizers may request from 1.5 to 3 hours, and are responsible for providing all necessary materials for participants. Many workshops are scheduled for Wednesday afternoon, although others may be scheduled throughout the conference. Organizers may, if they wish, receive an honorarium based upon the number of paid participants in their workshop and the fee schedule.

### Alternative Session

The form, topics, and format of alternative sessions are limited only by the imagination and creativity of the organizer. These options are intended to afford the most effective method or approach to disseminating scholarly work of a variety of types. Proposals for alternative sessions will be evaluated on their appropriateness to the topic and audience, their suitability to meet the limitations of time, space, and expense for MWERA, and the basic quality or value of the topic. The organizer of alternative sessions is responsible for all major participants or speakers, developing and providing any necessary materials, and conducting or mediating the session. Because a variety of approaches may be proposed within this category, alternative session proposals should include a brief rationale for the alternative being proposed.

### Best Practices Forum

The “Best Practices” sessions are intended to provide opportunities for individuals or groups to present “best” or “promising” practices impacting both K-12 and higher education. These sessions highlight unique and innovative programs that have demonstrated promise for improving and enhancing educational practice. Presenters will be grouped by similar topics to facilitate discussion between and among the groups and audience. Presenters are expected to make available complete copies of the paper on which the “Best Practices” session focused.

## Submitted Content

### Summary

Summaries for **Paper** and **Roundtable Discussion/Poster** proposals should explicitly address as many of the following as appropriate, preferably in this order: (1) Objectives, goals, or purposes; (2) Perspective(s) and/or theoretical framework; (3) Methods and/or techniques (data source, instruments, procedures); (4) Results and conclusions; and (5) Educational and/or scientific importance of the work.

Summaries for **Symposium, Workshop, and Alternative Session and Best Practices Forum** proposals should explicitly address as many of the following as appropriate, preferably in this order: [1] Descriptive title of the session; [2] Objective, goals, and purposes of the session; [3] Importance of the topic, issue, or problem; [4] Explanation of the basic format or structure of the session; [5] Listing of the presenter(s), by number not name for blind review (e.g., Presenter 1), with an explanation of each person’s relevant background and role in the session; [6] Anticipated audience and kind of audience involvement.

### Abstract

The abstract should be 100-150 words. The abstracts of accepted papers will be published in the *MWERA 2008 Annual Meeting Abstracts* book, and will be available on the MWERA website. Use clear, precise language, which can be understood by readers outside your discipline.

## Divisions & Chair Contact Information

### **A - Administration and Leadership**

This division is concerned with research, theory, development, and the improvement of practice in the organization and administration of education.

Chair: **Judy Zimmerman**, Bowling Green State University, 511 Education Building, Bowling Green, OH 43403, judithz@bgsu.edu

### **B - Curriculum Studies**

This division is concerned with curriculum and instructional practice, theory, and research.

Chair: **Tasha Almond-Reiser**, University of South Dakota, Delzell Education Building, Educational Psychology, 414 East Clark Street, Vermillion, SD 57069, Tasha\_Almond@hotmail.com

### **C - Learning and Instruction**

This division is concerned with theory and research on human abilities, learning styles, individual differences, problem solving, and other cognitive factors.

Chair: **Ellen Sigler**, Indiana University-Kokomo, 2300 S. Washington, Kokomo, IN 46902, elsigler@iuk.edu

### **D - Measurement and Research Methodology**

This division is concerned with measurement, statistical methods, as well as both quantitative and qualitative research methods, as applied to educational research.

Chair: **Mark Earley**, Bowling Green State University, 530 Education Building, Bowling Green, OH 43403, earleym@bgsu.edu

### **E - Counseling and Development**

This division is concerned with the understanding of human development, special education, and the application and improvement of counseling theories, techniques, and training strategies.

Chair: **Jennifer Weber**, University of Kentucky, 131 Taylor Education Building, Lexington, KY 40506, jweber@email.uky.edu

### **F - History and Philosophy**

This division is concerned with the findings and methodologies of historical research in education.

Chair: **Nathan Myers**, Ashland University, 401 College Ave., Ashland, OH 44805, nmyers@ashland.edu

## Session Descriptors for Proposals

**Please be certain to use the approved MWERA descriptors in completing your proposal. These descriptors are located on the MWERA Proposal Page at the following Internet address:**

***<http://www.mwera.org/information.html>***

### **G - Social Context of Education**

This division is concerned with theory, practice, and research on social, moral, affective, and motivational characteristics and development, especially multicultural perspectives.

Chair: **Mingzhu Xia**, Miami University, EDP 201 – McGuffey Hall, Oxford, OH 45056, xiam@muohio.edu

### **H - School Evaluation and Program Development**

This division is concerned with research and evaluation to improve school practice, including program planning and implementation.

Chair: **Jill Lindsey**, Wright State University, 3640 Colonel Glenn Hwy, Dayton, OH 45431, jill.lindsey@wright.edu

### **I - Education in the Professions**

This division is concerned with educational practice, research, and evaluation in the professions (e.g., medicine, nursing, public health, business, law, and engineering).

Chair: **Masoud Ghaffari**, East Tennessee State University, Box 7062, Johnson City, TN 37614, ghaffari@etsu.edu

### **J - Postsecondary Education**

This division is concerned with a broad range of issues related to two-year, four-year, and graduate education.

Chair: **Dustin Derby**, 1802 Kennicot Ct., Sycamore, IL 60178, dderby10@niu.edu

### **K - Teaching and Teacher Education**

This division is concerned with theory, practice, and research related to teaching at all levels and in-service and pre-service teacher education, including field experience supervision and mentoring.

Chair: **Richele O'Connor**, Wright State University, 3640 Colonel Glenn Hwy, Dayton, OH 45431, richele.oconnor@wright.edu

### **L – Educational Policy and Politics**

This division is concerned with educational policy as well as political, legal, and fiscal matters related to education.

Chair: **James Murray**, University of Missouri-St. Louis, 700 Mansfield Dr., St. Louis, MO 63132, murrayja@umsl.edu

### **Reminder:**

**All papers accepted for presentation at the 2008 MWERA conference must be submitted to the appropriate session chair and discussant *no later than September 15, 2008.***

**Consider submitting your paper for publication in our scholarly journal as well, the *Mid-Western Educational Researcher*. Contact Dr. Julia Matuga for more information at [mer@bgsu.edu](mailto:mer@bgsu.edu).**

## *Thirty Years with MWERA and a View of the Future*

Jean Pierce

Northern Illinois University

During an ice storm in the winter of the late 1970s I met with a handful of other researchers in a hotel in Oshkosh, Wisconsin. Frank Farley, Ed Griffin, and Sam Mayo were some of those present from the beginning. We wanted to create a regional organization for educational researchers. It would be comparable to AERA, but on a more personal scale.

We each probably had our own goals for the endeavor. As a new Assistant Professor, I saw an opportunity to network with other researchers and to get involved with an organization that might have more room for a “newby” than AERA.

As the years have passed, my motivations for being part of MWERA have shifted a bit. I have developed deep friendships as I have grown to know outstanding researchers as real people. Ayres deCosta with his gentle smile and his ever-ready harmonica. Charles Anderson with his military precision and the relationships he forged at the Bismark Hotel. Frank Farley who was greeted by a huge cockroach when he returned to his tiny room at the Midway Hotel. Tom Parish with his relentless puns. And of course Izzy with his corny jokes. One of the first acronym names suggested for the organization was “GLARE”—Great Lakes Association of Researchers in Education. I am forever grateful that this name did not catch on; it does not do justice to the warm and caring nature of the people at the heart of the organization.

In addition to the priceless connections I have developed through MWERA, I am motivated by a more philosophical reason. I have developed a deep conviction that a lack of communication is at the root of practically every problem. This means that one of the most important contributions that I could make would be to promote communication and collaboration among people who can make profound differences in education.

This conviction was expressed in the mission for the organization: 1) to disseminate educational research conducted in the central states and provinces of North America, 2) to promote a collegial research culture in the region, and 3) to provide a forum for mentoring the research skills of graduate students and junior faculty members. This is how I see each one of these mission points:

1. *To disseminate educational research conducted in the central states and provinces of North America.* First and foremost, important contributions to educational research must be communicated with other researchers, educators, and policy-makers throughout the region. We do this through our conference and our journal. In the future, I see tremendous potential for using our website in creative ways to share research.

2. *To promote a collegial research culture in the region.* Previously I've alluded to the need that I had identified for a “kinder and gentler” version of AERA. In my opinion, one of the most important roles for MWERA is to give research a face and a heart. We pride ourselves on trying to create a “family” environment. We must never forget that it takes vigilance to nurture this feeling. Welcoming newcomers into the fold, greeting someone with a green sticker on their nametag, sharing a cup of coffee with someone who is uncertain of their role in the research community is essential. Making the functioning of the organization transparent contributes to this function. Newcomers need to know about the opportunities for them to get involved—through reviewing articles for the journal or papers for the conference, serving as a session chair, assisting at the registration desk, attending division meetings.
3. *To provide a forum for mentoring the research skills of graduate students and junior faculty members.* Providing an opportunity for newcomers to pick the brains of leaders in the research community is a priceless contribution of the organization. One implication of this part of the mission is that discussants and reviewers must be aware that their role is to maintain standards while giving tactful and constructive criticism without crushing the egos of people entering the profession. I see increased potential for encouraging new talent if the organization creates a foundation to award grants from funds donated in the future.

### A Vision for MWERA's Future

One thing that has impressed me about the organization is how receptive the leadership has been to good ideas. When the organization was new, we needed a vehicle for communication, so I worked with Len Kise and Roberta Starkey to get the Mid-Western Researcher off the ground. It was a combination newsletter and journal, and it looked pretty amateur by today's standards, but it gave a voice to the organization. When I was program chair, I realized the need for divisions, so I created those in the image of the AERA organization. As an organization grows, there is always the danger that it becomes overly bureaucratized. I truly hope that there will always be room for the ideas of people who have a vision and are willing to work to see it accomplished.

So here are some ideas that I have which are consistent with my vision for the future of MWERA:

The organization has people with a remarkable depth and breadth of understanding about educational research.

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Policy-makers should be able to tap into the expertise represented in MWERA. One way to facilitate this would be to post on our website a searchable list of researchers and their areas of specialization with sample publications representing their research. Another possibility would be to create a board position for a person who would contact state departments in the region. Upon getting a request for information, this person would notify members of the association who have relevant expertise. Although our tax-exempt status prevents MWERA from advocating for a particular piece of legislation, we are in a position of truly making a difference in the deliberations of policy-makers.

Second, I would like to see MWERA create a foundation for supporting research. This entity might be managed by past presidents and would obtain tax-free status as a charitable organization. The foundation would receive donations from individuals and could identify graduate students who would receive scholarships to attend the conference or recipients who would get support to share their work at the American Educational Research Association. A side benefit of having a foundation would be that directing this could provide a substantive role for people such as past presidents

who have devoted a significant part of their career to the organization—while preserving room for new talent in the leadership of MWERA.

A third possibility would be for members of MWERA to create workshops which could be presented to school personnel at locations throughout the region. For instance, assessment specialists might share the latest research with school district assessment coordinators. Members of Division D might meet with research and development personnel of school districts. Or members of Division A might disseminate recent findings to school administrators. Practitioners would have opportunities to learn about implications of recent research findings. This would be one way of helping ensure that findings from educational research informs decisions of educators in the region.

Finally, I would like to see more diversity represented in the membership and the leadership of the organization. While progress has been made, there is still a real need to hear a more complete range of voices of researchers.

My most sincere hope is that MWERA will continue to make a difference in the region while it grows and thrives in service of its mission.

# *The Heart of the Scholarship of Teaching and Learning—Lifelong Mentoring*

Sharon Valente  
Ashland University

## Introduction

First of all, let me express my gratitude for working with such an incredibly talented and dedicated group of people, the members of Mid-Western Educational Research Association (MWERA). Such a conference is not possible without a team effort, and this team worked very diligently to put together a successful 30<sup>th</sup> annual conference.

Just think, we, MWERA, have been around for 30 years. And that is where I truly want to start this address. The team effort this year is due in part to the leaders that have preceded us. So preparing this talk was a very daunting task. Think to the outstanding presidential addresses of the past few years: Rodney Greer's observations about the impact of technology on today's classroom, Jan Holt's multimedia show on growth modeling, and Will Place's discourse on Zen and the Art of Administration. How does one follow such presentations?

Adding to this intimidating task is the generations of MWERA. I have had the honor and experience of working with some of our past presidents, one of whom co-advised my dissertation, Isadore Newman. But Isadore and Carole recently "retired" to Florida, and as much as I relied on both of them through my doctoral days, I found I needed their leadership and mentoring even more now than I did over ten years ago.

Thus, this address was born from the overwhelming emphasis of this organization on the scholarship of teaching and learning (SoTL), and the mentors we all have in MWERA. It was Boyer (1990) who first defined SoTL, gaining SoTL recognition as legitimate research. As valid research, a key distinction of SoTL is its focus on external review and discussion. These qualities also happen to be a hallmark of Mid-Western Educational Research Association (MWERA). In *Scholarship Reconsidered*, Boyer (1990) delineates the importance of creative teachers to successful academic researchers. By making the link between effective teaching and scholarship, he also cites a key ingredient: "those mentors who defined their work so compellingly that it became, for them, a lifetime challenge" (p. 24).

Therefore, the purpose here is to explore the integral connection of mentors to scholarship, and more specifically, the critical nature of lifelong mentoring to the scholarship of teaching and learning.

## Good Teaching

Kathleen McKinney has worked extensively in the area of SoTL. In her new book, *Enhancing Learning through the Scholarship of Teaching and Learning: The Challenges and Joys of Juggling* (2007), McKinney posits that SoTL is comprised of three paradigms: 1) good teaching, 2) scholarly teaching, and 3) the scholarship of teaching and learning. The first is good teaching. Good teaching is defined as not merely the achievement of student learning outcomes, but the successful attainment of those outcomes as demonstrated by external criteria (Bloom, 1956). Hoyle (2007) tries to ignite a discussion of what constitutes good teaching. His preliminary exercise is based on four simple questions that are designed to cause a teacher to reflect on what are the innate best teaching practices. "By taking into account how significant such individuals have been to a given student's development is a good way to start contemplating actions that might spark a personal teaching evolution" (Hoyle, 2007, p. 5).

Hoyle's first question is, "Who was your best teacher?" Most of us can answer that question spontaneously. The second question is, "What are three terms that best exemplify the characteristics that made this individual so special?" Hoyle's next step is to apply these three terms to your own teaching and ask the third question: For each of these, as a teacher, are you outstanding, good, average, poor, or failing? After scoring yourself based on these ratings, you should ask the fourth question: How can your own teaching be improved?

For those who are familiar with my research in academic integrity, I have traditionally honored my best teachers. It is at the beginning of those presentations when I state that you really only need to know one thing about me. I'm John and Martha's daughter. My mom and dad had one rule growing up, one that I strive to teach my children: Try your best. That is a lifelong lesson with which I struggle. So one of the top characteristics of a good teacher is "realistic cheerleader," someone who supports and encourages you to live up to your potential. And I would be remiss if I did not recognize my current cheerleaders, my husband, Gary, and my children, Peter and Kevin, who believe in me and support my scholarship in unseen ways. In his kindergarten journal, Kevin drew a series of pictures where he and Peter are playing, and Mom is on the farthest corner of the opposite page in a place he told his teacher was Missouri. Furthermore, in a recent e-mail, my husband shared this parting comment:



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I just saw Joshua Bagakas in the hall. He said to say hello. I asked him how the conference was. He said, 'It was wonderful. It was different than the others. It was organized.' He said that I must have had a hand in it. I said, 'Yeah, I kept the boys from tearing up the house while Sharon worked on the program!'

As I alluded to earlier, I have another *best teacher*, Isadore Newman. Isadore taught, encouraged, cajoled, pushed, and has supported me throughout my career. I am a better teacher and a better researcher because of his mentorship, by employing Isadore as a template for gauging my own successful teaching and scholarship.

Hoyle's (2007) model, characterized by the heuristic of the four questions, emphasizes this personal reflection approach to "improving the teaching process in college." Palmer (1997) calls this "listening to the teacher within." He posits that, "what we teach will never 'take' unless it connects with our students' inward teachers" (p. 15). Palmer concludes his article by talking about the need to meet other faculty and students as "fellow travelers, offering encouragement to each other in this demanding but deeply rewarding journey across the inner landscape of education" (p. 21). A strength of MWERA is that we are all travelers at some point on this same journey. In the late 1990s, Dennis Leitner offered support and encouragement for my research presentation at MWERA, when I was only a newly minted Ph.D. That comment has stayed with me all of these years. Similarly, I would hope the current membership of MWERA offers that same support to our graduate student members.

In *Inspiring Teaching*, Beidler (1997) outlines qualities of what makes a good teacher. Those qualities that resonate with the present study are:

1. *Good teachers think of teaching as a form of parenting:* Good teachers seem to find that the caring that goes into their teaching is a lot like the caring that goes into parenting. "The goal of the parent-mentor is for the protégé, seen initially as child-like, to be brought fully to adult status through the equivalent of the novice stages of infancy, childhood, and the teen years through to mature, equal, and responsible adult status (Gardiner, Enomoto, & Grogan, 2000, p. 13)
2. *Good teachers try to give students confidence:* What we teach is less important for itself than for what students learn by learning it. Some would refer to this as modeling critical thinking. The mentor is also a professional guide who socializes others in a nurturing, nonthreatening manner. Clearly, socializing or initiating students into the research profession has overlap with the role of mentor as parent, "for the mentor acted the way you would want a mother to stand by you" (Gardiner, Enomoto, & Grogan, 2000, p. 13).
3. *Good teachers try to keep students—and themselves—off balance.* Complacency breeds contempt in both teach-

ers and students. We learn when our comfort, our self-assurance are threatened (Beidler, 1997, p. 6-8). Think back to Will Place's presidential address in 2003, *Zen and the Art of Administration*. It was our equivalent of being kept off balance, yet maintaining that precarious balance of quality over quantity.

## Scholarly Teaching

McKinney's (2007) second paradigm is scholarly teaching. Scholarly teaching is closely allied with action research, "that which is done to improve conditions within a particular setting, without concern for applying the findings elsewhere" (Mertler & Charles, 2008, p. 305). So scholarly teaching extends the concept of good teaching by documenting, verifying, and evaluating those characteristics that exemplify effective teaching in a specific classroom. The teacher education policy and leadership program at the Ohio State University integrates this notion of scholarly teaching into their doctoral program such that their graduates possess the competencies of teacher education as a whole, and can seek to document and evaluate classroom outcomes (Hite & Fletcher, 2007, October 25).

Another example of scholarly teaching is Herrelko, De Luca, and Twale (2005). They focused on the critical feedback loop of their study's outcomes on their own classes.

Each faculty member identified the problem in her own classroom, detailed what the classroom condition was, hypothesized about how this situation came to be, collected classroom data as this situation continued even with multiple attempts by each faculty member to change their courses to meet the needs of their students. (p. 6)

Roth (1997) notes the central relationship between good teaching and scholarly teaching. "Outstanding teachers do not regard teaching and research as two separate activities. One informs the other" (p. 227). By this definition, scholarly teaching is the scientific investigation into continuous improvement in one's own teaching skills. Groundwater-Smith and Mockler (2007) argue further that it is not enough to merely investigate practitioner inquiry, but that criteria must be established and maintained so as to attest to the quality of the results of action research. Carless (2007) suggests that those criteria are based on student learning outcomes and their effective assessment. The implication for those of us in this profession is to ask those questions about assessment so as to improve student learning.

More specifically, the Higher Learning Commission (2007) specified "fundamental questions for conversation on student learning." These questions include:

- What evidence do you have that students achieve your stated learning outcomes?
- In what ways do you analyze and use evidence of student learning?

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But the central link to scholarly teaching is: How do you evaluate and improve the effectiveness of your efforts to improve student learning?

## The Scholarship of Teaching and Learning

The third and final paradigm is the Scholarship of Teaching and Learning. As McKinney (2007) states, research which emphasizes external evaluation and application is the key distinction to SoTL. Applying the findings elsewhere, external review of the research design is the facet of this paradigm that distinguishes SoTL from scholarly research which focuses on a specific setting. However, it is a challenge to make research public; in other words, it is an ordeal to move from scholarly teaching to the scholarship of teaching and learning (McKinney, 2007, p. 85). Lee Shulman, president of the Carnegie Foundation for the Advancement of Teaching, suggests that failure to make the leap from scholarly teaching to SoTL limits the innovative teacher by preventing them access to the work of others (Carnegie Foundation for the Advancement of Teaching, 2007).

Boyer (1990) says it best:

Today, teaching is often viewed as a routine function, tacked on, something almost anyone can do. When defined as scholarship, however, teaching both educates and entices future scholars. Indeed as Aristotle said, 'Teaching is the highest form of understanding.' (p. 23)

The burden of SoTL comes from the traditional onus of research, time and money. But the egregious nature of that burden is the failure by some to recognize SoTL as authentic scholarship as proposed by Boyer (1990). McKinney (2007) refers to this controversy, asking the question: Is SoTL "real" research? Specifically, she cites 90% of Carnegie Scholars agree that confusion among faculty about what constitutes SoTL is an obstacle to greater SoTL involvement (Cox, Huber, and Hutchings, 2004).

So how do we overcome this resistance? McKinney (2007) suggests that we focus on the first two paradigms, good teaching and scholarly teaching. But the secret to moving SoTL forward is collaboration and mentorship. This is a critical tenet of SoTL; by involving students as integral partners in our research, not merely as assistants, "they are afforded a unique learning opportunity, which will enhance their motivation to do research" (p. 44).

For the goal of SoTL is to create collegial, critical, evidence-based communities of faculty and students where student learning goals and outcomes are central. In other words, through inquiry, research, reflection, assessment, dissemination, critique and construction of a living body of knowledge, understanding and wisdom about teaching and learning, SoTL can be the most effective way for the continuous, significant and enjoyable improvement

of student learning in higher education today, as well as for the transformation of academic cultures into open cultures for teaching and learning (International Journal for the Scholarship of Teaching and Learning, 2007).

## Conclusion

Coming full circle, think of your own involvement with this organization. The goal of SoTL is to create communities of faculty and students where research is its own intrinsic reward, but this vision, this core value could have been taken from MWERA's own mission statement. An outward sign of that intrinsic reward is the change in the mentor relationship. One of the keys to a successful, productive mentor relationship is when the protégé outgrows the mentor; the protégé then becomes the mentor (Gardiner, Enomoto, & Grogan, 2000).

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