

From the Editors

February 2015

Happy new year! We are pleased to be able to offer you a new edition of the *Mid-Western Educational Researcher*, and we are looking forward to 2015 as we consider the strong manuscripts currently being worked on for future issues.

In this issue, Kristin Koskey, Bryce Cain, Toni Sondergeld, Henrique Alvim, and Emily Slager examine college students' rationales for choosing to complete surveys and the factors influencing their participation in the article "A Mixed-Methods Investigation of Factors and Scenarios Influencing College Students' Decisions to Complete Surveys at Five Mid-Western Universities." They found that the most important considerations for students were their relationship with the person administering the survey; the focus of the survey; the incentives for participation; the amount of time involved; and the method of administration. The authors provide recommendations for survey administration and discuss effective and ineffective survey recruitment strategies.

Joel R. Malin examines his own experience with a massive open online course (MOOC) in the article "MOOCing" On Up? Experiences of an Elusive Course Completer." Using a qualitative autoethnographic framework, he not only provides an engaging chronicle of his own experience as an online student but critically examines issues around MOOC access, persistence, and course completion, suggesting that current benchmarks for "success" may be inadequate.

Jeff Cranmore and Jeanne Tunks, in "High School Students' Perceptions of the Relationship between Music and Math," take a look at the ongoing debate about connections between musical and mathematical ability through interviews with students. Student perceptions suggest that connections exist, and the researchers recommend that educators consider ways to support learning in both areas, including collaboration, in addition to sounding a note of caution about which students have access to music options.

In her review of *Tutoring Matters: Everything You Always Wanted to Know about How to Tutor*, Romena Holbert describes how the authors, Tiffani Chin, Jerome Rabow, and Jeimee Estrada, provide insights and concrete suggestions that she suggests will be beneficial to a broad range of practitioners, including tutors, academic faculty of courses with a service-learning or early-field placement co-requisite, and classroom teachers.

Once again, we are able to offer a policy brief from the UIC Research on Urban Education Policy Initiative. This issue's brief is "Principal Roles, Work Demands, and Supports Needed to Implement New Teacher Evaluation," authored by Shelby Cosner, Steven M. Kimball, Elizabeth Barkowski, Bradley Carl, and Curtis Jones. The authors take a critical look at principal capacity in light of the focus on new and more complex teacher evaluation systems, outlining various challenges—especially in the context of Common Core and other state accountability demands—and making recommendations for training and support.

Special Issue

Work continues on *MWER*'s special issue on Midwestern perspectives on English language learner, immigrant, and bilingual education, tentatively slated for publication in Spring 2016. We received a bumper crop of proposals addressing policy and practice issues in both the P-12 and higher education realms, by authors that represent a variety of perspectives and positionalities. Due to the large number of submissions and subsequent invitations to submit full manuscripts, the issue editors are continuing to recruit reviewers. If you are interested in reviewing, please contact Pamela Konkol (pamela.konkol@cuchicago.edu) or Simeon Stumme (simeon.stumme@cuchicago.edu) directly.

Quick Notes

If you will be at AERA in Chicago in April and have time, please attend MWERA member Aaron Zimmerman's presentation of the MWERA Distinguished Paper for 2014, "The Simultaneity of Beginning Teachers' Practical Intentions." The schedule will be available in late February on the AERA site. Congratulations to Aaron!

We want to offer a big thank you to Jessica Snowden, graduate assistant at WIU, for helping us pull together the journal and making it look presentable and helping to keep us running.

We further acknowledge our debt to the reviewers who have helped us in our first year of editorship to offer quality scholarship; they are listed in the last pages of this issue. We also are grateful for their willingness to take the time to offer substantial in-depth feedback to our authors. Part of MWERA's mission is to "to provide a forum for mentoring the research skills of graduate students and junior faculty members," and we believe the journal, through its reviewers, has been able to do this very successfully. Thank you to our reviewers! And please remember.....

Opportunities with *MWER*

We continue to look for strong scholarship, both quantitative and qualitative, and extend an invitation to you to submit your work for publication, to serve as a reviewer for the journal, or to do both. With *MWER* online, there is more space to accommodate outstanding work and we will do our best to continue to offer a timely review and publication process. Please see our information for authors at <http://www.mwera.org/MWER/info-for-authors.html> and information for reviewers at <http://www.mwera.org/MWER/info-for-reviewers.html>, and let us know if you have any questions.

***MWER* Editors**

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 Sarah Schoper, Editor
 Alisha White, Editor
 Lora Wolff, Editor
 Jessica Snowden, Editorial Assistant
 Western Illinois University, Macomb, IL
 Mwer1316@gmail.com