

## From the Editors

### April 2016

Greetings and welcome to spring. The MWERA Board of Directors has renewed our editorship of *MWER* for an additional term, and we are looking forward to continuing our work through November 2019.

We are pleased to highlight that Nicole V. Williams of the University of Findlay presented the paper “New Teacher Perceptions of Induction Programs: A Study of Open-Ended Commentary” as MWERA’s contribution to the Consortium of State and Regional Educational Research Associations (SRERA) Distinguished Paper sessions at the American Educational Research Association conference in Washington, DC in mid-April. John C. Gillham, also of the University of Findlay, is the co-author. Williams’ and Gillham’s paper won MWERA’s 2015 Annual Conference Distinguished Paper award. We look forward to sharing the paper with *MWER* readers in an upcoming issue.

### Feature Article

Senetta Bancroft, Susan Kushner Benson, and Eugenia Johnson-Whitt, in their article “McNair Scholars’ Science, Technology, Engineering, and Mathematics (STEM) Graduate Experience: A Pilot Study,” examine racial and gender disparities in science, technology, engineering, and mathematics (STEM) disciplines at the graduate level. Their survey of McNair Programs Scholars’ reveals mixed reactions about their experiences in higher education, especially as related to institutional oppressions such as racism and sexism. The need for STEM education research to explore these connections further is discussed.

### Special Section: Specialized Research and Statistical Methods

Sue Ramlo introduces Q methodology and provides clarification about the preferred factor analytical choices of centroid and theoretical (hand) rotation in the article “Centroid and Theoretical Rotation: Justification for Their Use in Q Methodology Research.” These options were originally designated as the only choices by the creator of Q; however, many recently trained statisticians are unfamiliar with centroid and theoretical rotation, their history, their processes, and why they offer the best means of scientifically exploring pragmatic, meaningful factor analytical solutions within Q methodological studies. Ramlo discusses statistical versus theoretical considerations within this context.

Hyeyoung Bang and Jungsub Kim apply Q methodology to understand the subjective views of teaching and praising practices, intentions, and orientations between Korean and American teachers in the article “Korean and American Teachers’ Praising Styles and Teaching Practices.” Results describe five praising types and show most American teachers had a higher preference for praising than Korean teachers.

Lastly, Yukiko Maeda and Michael Harwell present “Guidelines for Using the Q Test in Meta-Analysis” to examine variation in effect sizes. They quantitatively synthesize estimated Type I

error rates and power values of a sample of computer simulation studies of the Q test. Maeda and Harwell argue that Q should not be used for standardized mean differences effect sizes unless the number of studies and primary study sample sizes are at least 40; however, use of the Fisher's r-to-z transformed effect size resulted in Q performing well in almost all conditions studied.

### **Commentary**

With her commentary "Traveling to Non-traditional Destinations: Recommendations for American Students Studying Abroad in "Africa," Ifeyinwa U. Onyenekwu of the University of Missouri call for both increased consideration of the continent of Africa as a destination for American students who wish to study abroad, as well as rigorous intellectual analysis and the employment of an anti-deficit framework in study abroad programs in general. Focusing on the African continent, she briefly outlines important steps for students who choose to study abroad and their instructors—recognizing the complexities and strengths of the countries in Africa, understanding American privilege, and preparing effectively to experience these countries to their fullest.

### **Special Issues**

Work continues on the next Special Issue of *MWER*: "Research on Perspectives, Practices, and Leadership in Global Education." Jason Harshman of the University of Iowa is in the process of working with authors to pull together an issue dedicated to theoretical, research-based, and curricular, policy, and practitioner oriented work on teaching and learning in global education. Publication is tentatively scheduled for the end of 2016.

If you have an idea for a special issue and would like to talk more about it, please contact the editors at [mwer1316@gmail.com](mailto:mwer1316@gmail.com). We are open to a wide range of educational concerns and inquiry.

### **Opportunities with *MWER***

As always, 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. We 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.

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