

## From the Editors: June 2016

Greetings; we hope you are enjoying the start of summer whether you are on a break or are working in a (hopefully) more peaceful atmosphere. We are pleased to be able to share Issue 2 of the *Mid-Western Educational Researcher* for 2016 with you.

### Feature Articles

Delane Bender-Slack and Teresa Young spotlight neglected language arts in “Preservice Teachers’ Understanding of the Language Arts: Using a Lens of Critical Literacy.” Their work examines how preservice teachers perceive the scope of the language arts and the implications of those perceptions for teaching critical literacy to their future students. The need to recognize and teach *viewing* and *visually representing*, in addition to the customary emphasis on reading, writing, speaking, and listening, is demonstrated in this study of language arts field placements and the authors’ argument for the importance of a comprehensive literacy curriculum.

Angela J. Stefanski, with “Here to Stay: A Teacher’s 46-year Journey with Accountability in One School Context,” explores the nexus of accountability and care in the stories of an exceptional veteran teacher. She examines how multiple perspectives of accountability impact teaching over time—for better and for worse—and describes how her teacher subject’s experiences build on the work of Nel Noddings to consider face-to-face accountability as an ethical act of caring that leads to transformation and hope.

Lesley A. Evans, Mary K. Kelly, Joni L. Baldwin, and Jackie M. Arnold, in their article “Candidate Success and edTPA: Looking at the Data,” examine edTPA data and a variety of program data points, including GPA, major GPA, and benchmark assignment scores, gathered in an early childhood education program. Their findings suggest significant relationships amongst some of these variables and suggest that early childhood education programs must consider how to best meet the needs of pre-service teachers by considering overall and education-specific GPAs and by looking for patterns in the success of candidates on benchmark assessments and in their performance on the edTPA.

### Graduate Inquiry

Thomas Mays explores the likelihood of “Social Capital in Online Courses,” focusing in particular on nonresidential students who are already likely to face barriers to integration into college social networks. Study participants report different experiences in online courses as compared to face to-face courses, including fewer friendships, a lack of a sense of community, and an increase in the mechanical nature of their online course interactions, and underscore the importance of spontaneous interactions and physical presence. Addressing these issues will require a review of practices, processes, attitudes, and expectations.

## Book Review

In her review of *Preparing to Teach Social Studies for Social Justice: Becoming a Renegade*, Trisha Wickland outlines how the book's authors, Ruchi Agarwal-Rangnath, Alison G. Dover, and Nick Henning, embed their discussion of teaching social studies for social justice in the context of the Common Core standards, providing examples of social studies teachers' varied responses to the standards and analyzing their curricular and pedagogical choices. The authors argue that it is possible to adapt to the standards without sacrificing the social justice lens, and Wickland (who is a primary grade teacher herself) argues that there is much for any teacher to learn from their analysis and curriculum examples.

## Special Issues

Work continues on the next special issue of MWER: "Research on Perspectives, Practices, and Leadership in Global Education." Manuscripts are in the editing process now, and we are looking forward to an informative look at current theoretical, research-based, and curricular, policy, and practitioner-oriented work on teaching and learning in global education at the end of 2016. If you have an idea for a special issue or special section of the journal, and would like to talk more about it, please contact the editors at [mwer1316@gmail.com](mailto:mwer1316@gmail.com)

## 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-forauthors.html> and information for reviewers at <http://www.mwera.org/MWER/info-forreviewers.html> and let us know if you have any questions.

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