

## **From the Editors: October 2016**

Hello ~ we hope you are enjoying the start of fall and are finding some time to appreciate the cooler weather as we reach the midpoint of the semester. We are pleased to be able to share 2016's Issue 3 of the *Mid-Western Educational Researcher*.

### **Feature Articles**

With "Implementing an Evidence-based Reflective Teaching Cycle: Using Scholarly Research in Curriculum Design," Rachel Ragland describes her use of a three stage research-teaching-research cycle that allowed her to better engage students in applying the authentic disciplinary practices of the field of history teacher preparation. She explains how research-based instructional practices were taught to students, how the students subsequently put this knowledge into practice, and how the course was modified over four years using evidence-based reflection. The utility of such reflection for other disciplines is discussed as well.

Nicole V. Williams' and John C. Gillham's paper, "New Teacher Perceptions of Induction Programs: A Study of Open-Ended Commentary," was the winner of the MWERA Distinguished Paper Award for 2015. It was selected for presentation at the American Educational Research Association's 2016 conference in Washington, D.C. as MWERA's contribution to the Consortium of State and Regional Educational Research Associations (SRERA) Distinguished Paper sessions. Williams and Gillham present the findings of their survey research targeting Ohio beginning teachers participating in the Ohio Resident Educator Program. Their findings indicate that the beginning teachers do not believe this induction program improved their ability to meet Ohio teaching standards; instead, they credit their teacher preparation programs, classroom experiences, and mentors, colleagues, and administrators with helping improve their ability to meet the standards.

### **Graduate Inquiry**

In their article "Computer Proficiency for Online Learning: Factorial Invariance of Scores among Teachers," Amy Martin, Todd Reeves, Thomas Smith, and David Walker address the concern that the use of computer-based technologies for learning purposes assumes learner computer proficiency, making this construct an important domain of procedural knowledge in formal and informal online learning contexts. This study examined the score properties and invariance of a self-report measure of computer proficiency for online learning, the CPOL, finding that the hypothesized unidimensional structure undergirded the instrument's scores, and invariance analyses suggested that the instrument functions similarly across teacher populations defined by gender, grade level taught, and age, and over time.

Hamed Alshahrani and David Walker present "An Exploratory, Descriptive Study of the Attitudes of Instructors and Students toward the Use of Asynchronous Online Discussion at a Female University in Saudi Arabia." Preliminary results, derived from an attitudinal-based survey, indicated that instructors and students had positive attitudes toward using asynchronous online discussions as a teaching and learning strategy, although the two groups had differing perceptions in some instances.

## **Voices from the Classroom**

*MWER* is very pleased to share the work of two Chicago Public School teacher-researchers, based on their action research in the classroom.

In her feature “¡Enséname! Teaching Each Other to Reason through Math in the Second Grade,” Lindsey Schmitz evaluates the effect of peer teaching structures across subgroups of students differentiated by language and mathematical skill ability, investigating peer teaching’s influence on mathematical flexibility, reasoning, and math mastery over time. She found that students grew significantly in the flexibility and efficacy with which they applied strategies in math. While growth in academic vocabulary integration and process writing was not as strong, students with lower math or limited English language abilities showed meaningful qualitative growth in their ability to take risks, share their reasoning, and respond to the thinking of others.

Hannah Nolan-Spohn’s commentary, “Increasing Student Involvement in IEPs,” describes her efforts to engage her junior high students as participants in their IEP processes. She shares her surprise at finding that most of her students had little understanding of what “special education” means, why they were separated for some classes, and what goes on in an IEP meeting, as well as how she empowered them with information and emotional support to begin to advocate for themselves around their educational programs and accommodations.

## **Book Review**

In his review of “Lesson Plan: An Agenda for Change in American Higher Education” by William G. Bowen and Michael S. McPherson, George S. McClellan provides a comprehensive and thoughtful overview of the authors’ main argument: that American higher education has a significant role to play in addressing pressing national needs. Bowen and McPherson offer a specific agenda for change in higher education, examining the factors impacting rates of educational attainment and arguing that campus leadership has been reluctant to take risks to address growing challenges. McClellan critiques their six-point agenda for action.

## **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](#) and [information for reviewers](#) and let us know if you have any questions.

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