

**Editors' Notes**

Greetings and we hope the new school year has begun smoothly for you. We are pleased to share the new issue of *MWER*, which features an eclectic range of articles and topics, with you.

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**Feature Articles**

Daniel B. Showalter and Luke B. Mullet of Eastern Mennonite University examine a persistent and often hidden problem in educational research with their paper *Sniffing out the Secret Poison: Selection Bias in Educational Research*. They offer the reader several visualizations of a specific selection bias in a nationally representative dataset and illustrate the process of its removal as a means of underscoring the importance of understanding selection bias in educational research.

In *Reforming Only Half: A Study of Practice-Based Teacher Education in Traditional Field Placements*, Anthony Tuf Francis of Oakland University explores disconnects between teacher candidates' university training and field experiences. He focuses on seven social studies teachers as they navigate work with cooperating teachers while attempting to utilize two practices from their teacher training, and concludes that there is more to do to create necessary alignment between the field and the university to help interns develop professional skills

Cheu-jeY Lee of Indiana University-Purdue University Fort Wayne takes an imaginative look at writing skills with *Examining a First Grader's Writing through a Habermasian Lens: Implications for the Teaching and Learning of Writing*. Using notes sent by his daughter to him, Lee applies Haberman's theory of communicative action (TCA) to analyze her writing and in doing so, demonstrates the applicability of Habermas's TCA for informing the teaching and learning of writing in general.

**Mentoring Corner**

Our mentoring corner offers pieces aimed at providing helpful hints for new and seasoned professionals working or studying in within the field of education.

Jaelyn M. Murawska of St. Xavier University and David A. Walker of Northern Illinois University provide recommendations for helping new researchers conceptualize a mixed-methods study. Based on their own experiences with research and mentoring students, *Visual Tools for Eliciting Connections and Cohesiveness in Mixed Methods Research* offers a set of tools for education researchers in developing cohesiveness and maintaining salient connections throughout the research process.

## Research Brief

Daniel J. Quinn of Oakland University discusses *School Discipline Disparities: Lessons and Suggestions* in this brief. Recent outcomes related to school discipline, such as disparities in discipline, the school-to-prison pipeline, and the costs of suspending students in the U.S. are explored. Recommendations focus on ways school leaders and policy makers can address inequities, as well as how school cultures can be changed to reduce the number of detentions, suspensions, and expulsions.

## Book Review

James F. Lane reviews John and Stephen Goodlad's updated (2016) edition of the senior Goodlad's *Romances with Schools: A Life of Education*, originally published in 2004. The new version revisits John Goodlad's life and his work with and advocacy of public schools. Lane describes how the new edition of this classic illustrates the continuing issues educators—whether novice or seasoned—have struggled with and will continue to face, and how they can challenge the negative impact of outside political forces and special interests on local schools. Goodlad warns us again of complacency with the status quo, especially given the threat this poses to our democracy, and cautions educators that change in the service of students is a moral imperative.

## 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](#). Let us know if you have any questions.

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