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***Mid-Western Educational Researcher***


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**Volume 31, Issue 1**


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**Editors' Notes**

We hope spring has finally arrived for you after a long and trying winter. We are pleased to share Issue 1 of the *Mid-Western Educational Researcher* for 2019.

Congratulations to Lauren Angelone of Xavier University (Cincinnati) on the selection of her paper *Virtual Ethnography: The Post Possibilities of Not Being There* as the Distinguished Paper from the 2018 conference. She will represent MWERA as a member of the Consortium of State and Regional Educational Research Associations at AERA in Toronto in April.

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**Feature Articles**

Crain Howley and Aimee Howely of WordFarmers Associates LLC, Jacqueline Yahn of Ohio University, and Pamela VanHorn, and Deborah Telfer of the University of Cincinnati examined *Inclusive Instructional Leadership: A Quasi-Experimental Study of a Professional Development Program for Principals*. The program attempted to change attitudes and practices about inclusion of traditionally marginalized student groups and cultivate practices constituting inclusive instructional leadership. Principals who received professional development exhibited a shift in attitudes regarding inclusion. There was also a significant effect for principals' work with teachers on collaborative problem solving and professional learning.

Jennifer Peterson of Illinois State University conducted a review of literature for *An Analysis of Academic Dishonesty in Online Classes*. Currently, online formal education is growing at a phenomenal rate; however, many fear that online courses do not provide the same rigor as on-campus courses, partly based on the perception that students are more likely to cheat in online courses. Peterson provides an analysis of the existing literature in areas such as why students cheat; online versus in-class cheating; the implications of online course academic dishonesty; addressing academic dishonesty in online classes; and suggestions for future research to foster academic integrity in online classes.

*Leveraging Case Study Research: A Mechanism to Measure Teaching Effectiveness* shares the findings from a descriptive, multiple case study assessing graduate outcomes 2.5 years after the completion of a teacher education program. Authored by Sarah K. Anderson, Brittany D. Hagen, Andrea L. Dulski-Bucholz, Kayla D. Smith, and Ann M. Willeson of Mayville State University and Christopher M. Whitsel of North Dakota State University, the study used qualitative data from graduates and their supervisors and concluded that the teacher-participants effectively applied the knowledge, skills, and dispositions their program was designed to foster. The authors suggest recommendations for supporting new teachers in the classroom in partnership with their supervisors.

**Voices from the Classroom**

Kate Carter, a math teacher in Chicago, Illinois, studied student interactions and student perceptions of status, in the context of her facilitation of group discussion over the course of the school year, in the article *Status, Equity, and Group Learning in Middle School Math: "I'm Not That Smart."* Findings illustrate that classroom dynamics have a profound impact on the quality

of mathematical discussion and therefore the improvement of both small-group and student-driven learning. Carter dives deep into student relationships, classroom culture, and mathematical discourse in this study of one class of seventh grade students.

### **Book Reviews**

*Teaching in the Cracks: Opening and Opportunities for Student-Centered, Action-Focused Curriculum* by Brian D. Schultz is reviewed by Tony Durr of South Dakota State University. Durr highlights the book's aim of educating and preparing students to participate actively in a democratic society, focusing on tangible examples of excellence in progressive education, with ideas and support for teachers who are committed to progressive education.

Frank Giuseffi of Lindenwood University looks at *Taking College Teaching Seriously: Pedagogy Matters!* by Gail O. Mellow, Diana D. Woolis, Marisa Klages-Bombich, and Susan G. Restler. This volume describes a research project that ultimately resulted in what they call the pedagogy matters practice improvement model. Two cohorts of community college instructors met online in a community of practice, where they communicated about their struggles and successes with pedagogy through shared self-reflection, group support, and technological tools that allowed them to examine their own and students' work together.

### **Commentary**

In *Children Learn What They Live: Addressing Early Childhood Trauma Resulting in Toxic Stress in Schools*, Kate McGruder, from the Regional Office of Education #26, Illinois, provides an overview of the trauma-informed educational practices she shares with teachers in her work as a parent educator collaborating with rural schools. McGruder argues that society at large has not embraced the research around childhood trauma or trauma's relationship to children's social-emotional and cognitive development, and discusses trauma-informed interventions have been developed to aid in recovery in the school environment.

### **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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