

Mid-Western Educational Researcher: Guidelines and Suggestions for Authors, Reviewers, & Editors



Brooks Vostal, Bowling Green State University
Jennifer Shah, North Central College
Jonathan Bostic, Bowling Green State University
Meg Vostal, Bowling Green State University

Welcome to our Workshop!

The purpose of this workshop is to provide members of MWERA a description of our journal, and equip new authors, new reviewers, and potential editors with information to assist them in working with the publication.

1. Publication Trends: Brooks Vostal
2. Tips for Special Issue Guest Editors: Jennifer Shah
3. Tips for Quantitative: Jonathan Bostic
4. Tips for Qualitative: Meg Vostal
5. Tips for Resubmission and APA 7: Brooks Vostal

Editor's Perspective: Current Volume Publication Statistics

65 Manuscripts
Submitted

20 Articles
Accepted

31% Acceptance
Rate

MWER Volume 32

Mentoring Corner

4.5%

Book Review

4.5%

Voices

4.5%

Commentary

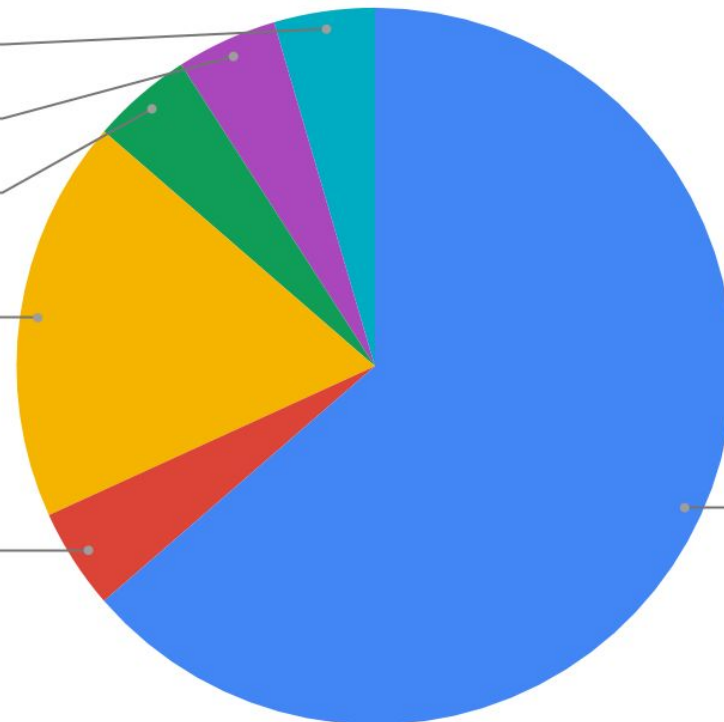
18.2%

Grad Student Inquiry

4.5%

Feature

63.6%



Editor's Perspective: Types of Articles Published

Feature Articles – Data-based research studies

Graduate Student Inquiry – Data-based research studies & reviewers made aware of author status

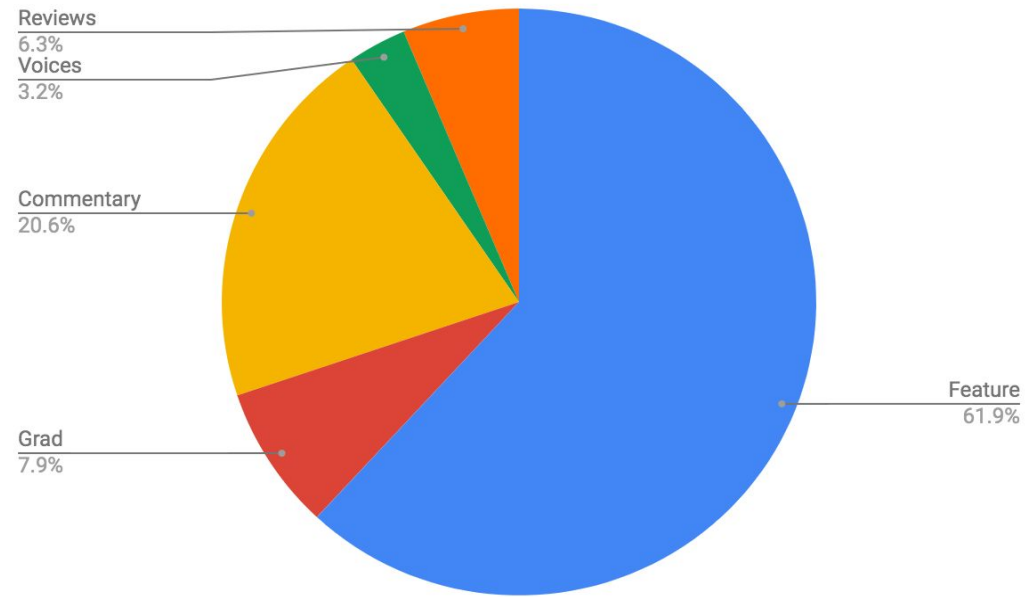
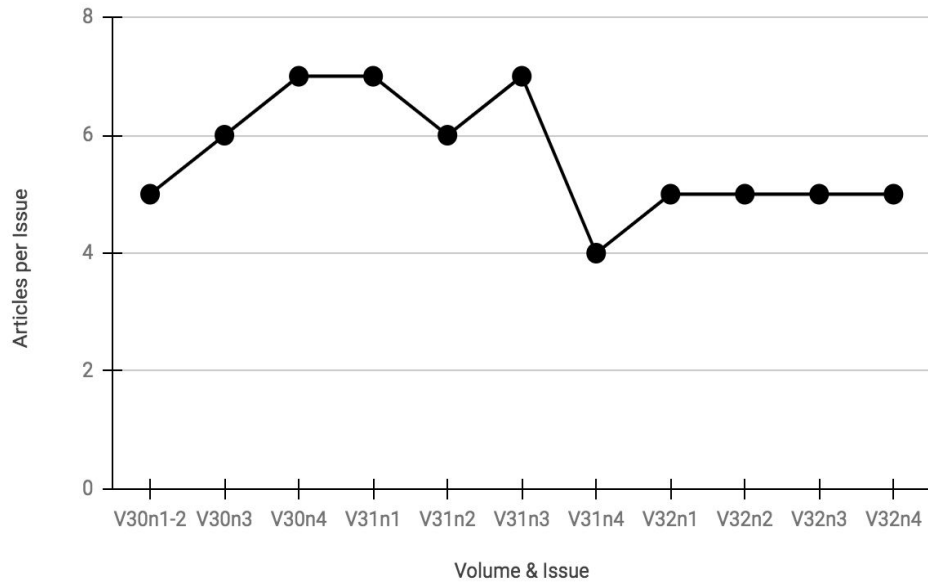
Commentaries – Research-grounded essays that call for action and/or for future research

Voices from the Classroom – Teacher-directed action research

Book/Media Reviews – Reviews situate recently published media in the broader literature

Mentoring Corner – Essays that teach aspects of academia to new researchers

Editor's Perspective: Three-year Publication Trends



For Potential Reviewers

Editorial Team

- Three-year term
- Typically from one university
- Selected by MWERA Executive Board

Editorial Board

- Standing Board (current from previous Editors)
- Review 2-3 manuscripts per year
- Have past experience as reliable Guest Reviewers

Guest Reviewers

- Apply through link at *MWER* journal website
- Contacted by Editor to review paper aligned with research interests
- Typically asked to review one per year

Review Form

Categories for comments

1. CONCEPTUAL FRAMEWORK, BACKGROUND and RESEARCH QUESTIONS
2. METHODOLOGY and METHODS
3. RESULTS
4. SIGNIFICANCE and IMPLICATIONS
5. WRITING CONVENTIONS and STYLE

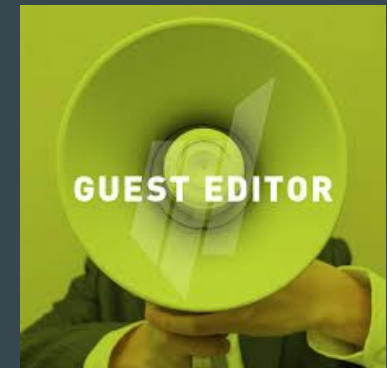
Decisions

- ACCEPT
- ACCEPT with MINOR REVISIONS
- REVISE & RESUBMIT
- REJECT

Guest Editor: Process for Special Issues

Jennifer Shah of North Central College will discuss the process of suggesting and editing a Special Issue of MWER.

1. Reasons for graduate students and early career faculty to guest edit
2. Responsibilities of a guest editor/timeline
3. Tips for guest editors



Guest Editor: Reasons to guest edit a special edition

- Insider's perspective regarding the process and conversations (what do editors talk about?)
- Mentoring opportunities (works both ways)
- Networking opportunities (this is huge)
- Your own unique vision on a topic
- Learning more about a topic you are very interested in
- Sharpening your reviewer skills
- Sharpening your editing skills

Guest editor: Process for Special Issue (1 year)

1. The Pitch to the editors
2. Call for proposals
3. Rubric for proposal analysis
4. Invitations for manuscripts
5. Assignment of Reviewers
6. Communication with authors and reviewers
7. What topics really stood out?
8. Final steps: Editor's Notes
9. Communication of thanks to authors and reviewers
10. Dissemination of the guest edition to my own networks



Guest Editor: Tips for guest editing

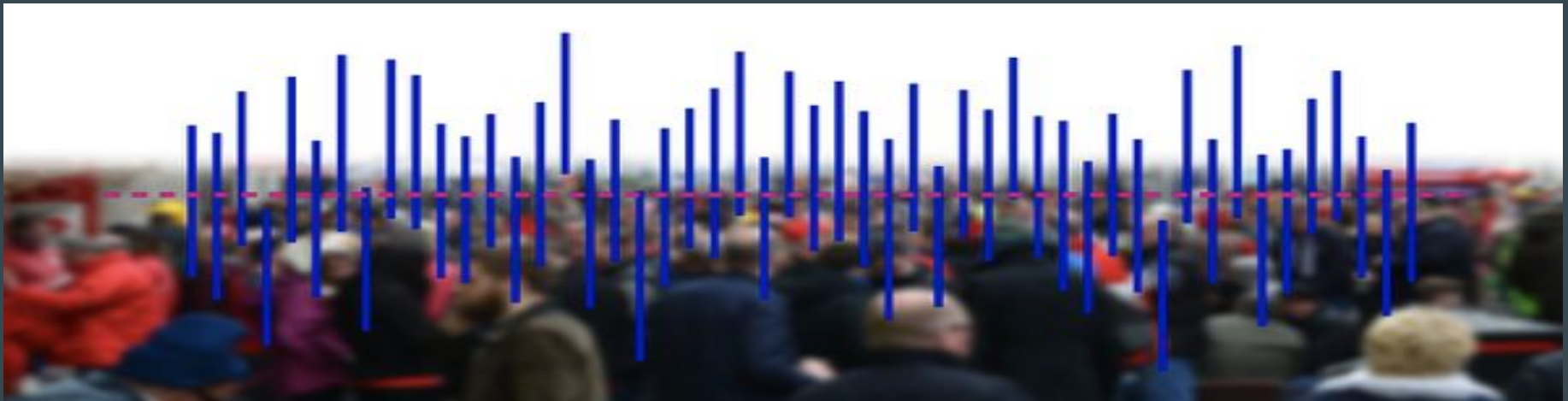
- Think through several ideas you may pose to editors regarding topics of special editions.
- How will your guest edition decompose the norm in some way or offer new perspectives?
- Be very clear on your own mission, vision, and definitions regarding your topic.
- Begin to think about your own criteria for accepted manuscripts in addition to what is provided by the journal.
- Carve out time in your own schedule for this work.
- Create a timeline with the editors that will work reasonably well for you.
- Be able to articulate your thought processes with the editors verbally or in writing.

Authoring & Reviewing Quantitative-focused Manuscripts

Jonathan D. Bostic, Ph.D.

Associate Professor of Mathematics Education

MWER Associate Editor



Guidance for a high-quality review of a quantitative-focused manuscript

- How does the quantitative study connect to, or extend, prior literature or scholarship?
 - Is there truly a need for this study?
- To what degree are best practices for quantitative research followed?
- Do the authors answer their research question(s)?
 - Are appropriate techniques used (sample and sampling, instrumentation, data collection, and data analysis)?
- Are results clearly communicated and give “just the facts”?
- How do authors discuss their results in light of the literature?
 - How does this study connect back to the literature cited in the literature review?

Methods, Results, and Limitations

- Method

- Research design mentioned
- Sample and/or sampling frame
- Instrumentation (validity evidence or at a minimum, prior use)
- Data collection clearly communicated
 - Are there expectations, standards, or guidelines?
- Data analysis appropriately described
 - Are there guidelines, standards, or expectations?

- Results and Limitations

- Do the results match the research question(s)?
- How do results address expectations, standards, or guidelines?
- Are there issues that somehow limit (or delimit) the extent of inferences or generalizations from the study?

Authoring & Reviewing Qualitative-focused Manuscripts

Meg Vostal, BGSU

According to Tracy (2010), qualitative research is under a “big tent,” but that doesn’t prohibit criteria for quality. These indicators hold true for reviewers and authors.

Some criteria applicable to all research:

- Topic is relevant
- Research makes a contribution
- Coherence between research questions, lit review, data

Some of Tracy’s advice is particular to qualitative:

- Richness of data
- Sincerity of researcher

Rich Data and Thoughtful Analysis

Gift of qualitative research – explore experiences and share nuances

- Types of data: interviews, artifacts, observations
 - Ability to offer detailed, specific descriptions
 - Explore complexities
 - Distill experiences
- Analysis: substantive and cited
 - Understand types of coding used
 - Codebook(s)
 - Interrater Reliability (IRR)

Possible Citations

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.

Miles, M.B. & Huberman, A.M. (1994). *Qualitative data analysis*. Thousand Oaks, CA: Sage.

Saldaña, J. (2016). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage.

Sincerity and Transparency of Researcher

- Framework: openness about author choices
 - Okay to use first person
 - Okay to share emotion
- Participant selection: who and how and why
- Protocols: creating and piloting
- Interviews: interacting with participants
 - Feel what author felt
- Observations: detailing and reflecting
 - See what author saw
- Codes: interacting with data
- Limitations: honest vulnerability without apology
- Memos: anchoring; promote disclosure
- Goal of researcher = self-reflexivity

Possible Citations

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five traditions* (2nd ed.). Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (2005). *The Sage handbook of qualitative research* 3rd ed. Thousand Oaks, CA: Sage.

Maxwell, J.A. (2013). *Qualitative research design*. Thousand Oaks, CA: Sage.

The Editor's Tips for Authors

What to do after a Revise & Resubmit decision?

- Blow off steam and remember that the reviewers are always right
- Construct a table of ALL comments
- Specifically address how or where you made changes
- Send the revision back within 8-10 weeks of the decision to go to same reviewers

Reviewer	Comment	Change in Current Manuscript
Introduction		
1	Move the heading to when you initially introduce BST (pg. 3, lines 37-47)	The heading was moved one paragraph earlier than in the previous manuscript.
	Brock and colleagues' (2017) meta-analysis looked at the special education practitioner training literature. Please include this info (pg. 3, lines 52-59).	We have changed the sentence to the format indicated.
	Pages 4-5 read more like a list of studies than an introduction. Consider shortening this section and further limiting your description of studies to help with the readability of your introduction.	This section has been shortened through the elimination of details about each study.
	Currently, I feel that the introduction lacks a rationale as to why the skills targeted in this study are beneficial and significant. For example, under what specific contexts are these skills necessary (e.g., IEP meetings)?	We have added indicators from the high-leverage practices in special education that specifically reference communication skills in general and active listening in particular.

Change to APA 7th edition

All manuscript submitted beginning January 1, 2021 MUST be in APA 7.

Submit through email at mwer1922@gmail.com

1. Manuscript without Title Page as one word document
2. Title Page as separate document (include short bios as Author Note)
3. Figures & Tables may be inserted where you want them in the document, as opposed to added at end
 - If accepted, AUTHORS will be asked to format tables and figures into the manuscript
4. Anticipate up to 10-12 weeks from submission to decision
 - Longer times can be expected in summer and at end of calendar year

Questions?