

# Empowering Research for Educators

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## From the Editors

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## From the Editors

Greetings and welcome to Empowering Research for Educators (ERE). As the title implies, this journal is designed for practicing educators, specifically, our goal is to help K-12 educators empower themselves by connecting them with the latest research in the field. Articles will be written by graduate students, teachers, administrators, college faculty, and others, but they will all focus on practical K-12 issues.

We support the idea that inquiry is at the heart of teaching as a craft. By extension, this means that all teachers are researchers who consistently develop, question, and explore processes in teaching and learning. Studies have examined the effects of teachers operating from an inquiry stance. Some of those effects include improved collaboration and communication skills, increased student achievement both on standardized testing and in classroom observations of growth and progress, and more school-wide emphasis on teacher-directed initiatives (Cochran-Smith & Lytle, 2009; Mills, 2002). Teacher researchers ask *what* must change and *how* should it be changed. Traditional research paradigms sometimes disparage the work of practitioners, citing ethical issues of teachers researching their own work, lack of experimental design, and failure of validity testing on autobiographical research (Cochran-Smith & Lytle, 2009). From a pragmatic perspective, these are non-issues when considering the applications to the contexts in which these teachers are conducting their research. Teachers are researchers and inquirers who thrive when given transformational powers to use evidence to drive practice.

As college faculty and educational researchers, we have seen a disconnect in the field between educational researchers and practicing educators. With this journal, we hope to bridge that gap by providing educators a platform to share their work, connecting them with research, and collaborating in discussions about teaching and learning. This journal is intended to be a collaborative effort, meaning, we hope our readers will also participate in the journal's creation by submitting some writings of their own. In general, we are looking for four types of articles: commentaries, research summaries, article reviews, and book reviews. You can find descriptions of these article types, as well as submission directions on the ERE website <http://openprairie.sdstate.edu/ere/>, just click on the About this Journal link in the right-hand sidebar.

This is the inaugural issue, and we can only build the teacher researcher community together. The articles within represent inquiry by teachers for reflection and collaboration and span a variety of topics. Please feel free to contact us with suggestions or content requests because we want to hear from readers and create a resource that is truly helpful and empowering for educators.

Thank you,

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## References

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