

2020

Editors' Notes

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Editors' Notes

We are pleased to present 2020's first issue of the *Mid-Western Educational Researcher*. This issue demonstrates the variety of topics and concerns that bring us together as educational researchers.

As higher education has shifted to exclusively online during this unprecedented novel coronavirus pandemic, the Editorial Team from Bowling Green State University has continued to work with authors and reviewers to support the publication of strong research and commentary. Unfortunately, as many of us have scrambled to move in-person courses online, there have been some delays in processing new manuscripts and returning reviews. Authors, please continue to submit your manuscripts. Reviewers, thank you for your efforts to provide reviews in a timely manner. We appreciate the patience everyone has shown as we continue to work to produce a quality journal. Stay well!

Feature Articles

Kathleen T. Provinzano and Toni A. Sondergeld of Drexel University, and Christine M. Knaggs of Adrian College present *Community Schools as a Sustainable Comprehensive School Reform Strategy: A Transformative Mixed Methods Perspective*, in which they examined the implementation of community school programming in a racially and ethnically diverse, high-poverty urban school and its impact on student achievement. They found that adjusting existing leadership structures disrupted fixed boundaries between school and community, broadened school-level decision-making, and enhanced students' academic performance.

Michael Harwell of the University of Minnesota examined 193 meta-analyses published between 1980 – 2019 in *Growth in the Amount of Literature Reviewed in a Meta-Analysis and Reviewer Resources*. He found that the average number of articles included in meta-analyses has increased over time, especially since 2010. But he also found that the number of reviewers has not increased. Implications of this study suggest that meta-analysts should provide information about reviewers and the review process to help readers evaluate the validity and generalizability of inferences.

Sherri L. Horner and Alicia Mrachko of Bowling Green State University, Evelyn A. O'Conner of Adelphi University, and Anastasia E. Yasik of Pace University present *Pre-Service Teachers' Knowledge of Special Education Laws*. They conducted an online survey of teacher candidates about their knowledge and confidence level in regards to responsibilities related to IDEA and Section 504 of the rehabilitation act. Overall, even among candidates who took coursework directly related to the laws, results showed a general lack of knowledge about specific details of these special education laws.

Commentary

Joel Malin and Muna Altowajiri of Miami University offer their commentary *Strategic Planning and Research-Practice Partnerships as a Dynamic, Generative Duo?* Authors make the case that research-practice partnerships (RPPs) could be, and in many cases ought to be, explicitly

developed/focused around assisting educational organizations in their strategic planning endeavors—in terms of the development of these plans, and/or in terms of their execution.

Book Review

Kwabena D. Ofori-Attah of Central State University reviews *Intersections of Identity and Sexual Violence on Campus: Centering Minoritized Students' Experiences* by Jessica C. Harris and Chris Linder in a review that was originally procured under the previous Editorial Team at *MWER*. Ofori-Attah suggests that the text is a powerful call for coalition building among all stakeholders to fight this social menace on campuses and create a social environment conducive to serious academic work for all students.

Opportunities with *MWER*

As always, *MWER*'s editors 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. The editors continue to aim to offer a timely review and publication process. Please see the [information for authors](#) and [information for reviewers](#) pages.

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