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From the Editors

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From the Editors

April 2014

We are pleased to publish our first issue since taking over editorship of *MWER* at the 2013 annual MWERA conference in November. We present two feature articles, a commentary, a media review, and a policy brief that cover a variety of issues applicable for a broad range of readers.

Kathy L. Schuh, Yi-Lung Kuo, and Tawnya Knupp introduce us to student knowledge links—potential elaborative or generative learning strategies—in their article “Knowledge-Linking Perceptions of Late-Elementary Students.” These researchers describe the development of a new learning inventory to identify and measure the links students make between in- and out-of-school learning. They describe how students can be helped to develop more productive linkages that enhance learning, as well as recognize links, such as connections to TV shows or movies, that are more likely to lead them to stop paying attention in class.

Whitney Anderson, Justin Motto, and Renee Bourdeaux examine the effectiveness of undergraduate academic advising programs with their paper “Getting What They Want: Aligning Student Expectations of Advising with Perceived Advisor Behaviors.” They find that student satisfaction with advising is linked to alignment of advisors’ perceived behaviors and students’ expectations. They also explore the differences between prescriptive approaches and developmental approaches, especially in the context of advising millennials, students born between 1980 and 2000.

For our media review, Dawn Sweet offers a media review of microlectures in “Microlectures in a Flipped Classroom: Application, Creation and Resources.” She describes how microlectures can be implemented successfully in a “flipped” classroom environment and provides steps and resources for creating them.

Mary Wells, Emily Gilbert, Lisa Mahle-Grisez, Reece Newman, and Kathy Rowell offer a commentary about the importance and influence of hope for college students, from their perspectives as faculty at a community college, with “High Hopes: Fostering a Culture of Hope at a Community College.” They describe an emerging understanding of how students’ sense of “hopefulness” forecasts their academic success, and share with readers their continuing campus-wide work on supporting faculty and staff in embedding strategies for hope in their own work with students.

Finally, we are pleased to share with *MWER* readers a UIC Research on Urban Education Policy Initiative policy brief by Artin Göncü, Catherine Main, Anthony Perone, and Steve Tozer called “Crossing the Boundaries: The Need to Integrate School Leadership and Early Childhood Education.” This brief provides an overview of Illinois Public Act 96-0903, which requires school principals to be qualified to provide school leadership for children beginning at preschool rather than kindergarten. The authors describe the strengths and potential pitfalls raised by this legislation, along with their recommendations for clarifying and improving this legislation and for strengthening school leadership programs to meet this new challenge.

***MWER* and You—Ways to Participate**

We extend a special invitation to each of you to consider submitting your work for publication, to serve as a reviewer for the journal, or to do both. Now that *MWER* is online, there is more space to accommodate outstanding work and we will do our best to continue to offer a timely review and publication process. Please see our information for authors at <http://www.mwera.org/MWER/info-for-authors.html>, and information for reviewers at <http://www.mwera.org/MWER/info-for-reviewers.html>, and let us know if you have any questions.

***MWER* Annual Conference Issue—Think Ahead!**

Finally, *MWER* has long published the featured and keynote speakers' contributions to its annual conferences. *MWER* will now also publish an exemplary manuscript selected from each division. To be considered, you must upload a complete manuscript to the MWERA All-Academic website prior to the conference. Papers that address the conference theme will be given priority, though other quality papers will be considered. Final acceptance for publication will depend on the results of the peer review process. You may download the call for proposals at <http://www.mwera.org/>

We look forward to hearing from you.

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