

2019

Editors' Notes

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Recommended Citation

Miretzky, Debra; Stevens, Sharon; Catalano, Chase; Bowers-Sharpe, Krista; and Carncross, Mahrya (2019) "Editors' Notes," *Mid-Western Educational Researcher*. Vol. 31: Iss. 3, Article 1.
Available at: <https://scholarworks.bgsu.edu/mwer/vol31/iss3/1>

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Mid-Western Educational Researcher

Volume 31, Issue 3

Editors' Notes

Autumn has arrived. Whether the birds are migrating away from you or towards you, whether the leaves are changing or the flowers blooming, we hope the cooler temperatures and fall colors find you at peace. This season of change also brings in a new *MWER* editorial team. Our team from Western Illinois University would like to thank you for your support of *MWER* and for us during our past six years as editors. It has been a tremendous opportunity and we have enjoyed getting to know many of you as authors, reviewers, board members, and readers through our email relationships. We hope you will continue to support the new team from Bowling Green State University.

MWERA 2018 Distinguished Paper

Lauren Angelone won the [Distinguished Paper Award](#) at the MWERA 2018 conference and represented MWERA at the AERA conference in Toronto, Canada in April 2019. Angelone, of Xavier University, now presents to the *MWER* readership her article *Virtual Ethnography: The Post Possibilities of Not Being There*. She defends virtual ethnography as a method not only well suited to postpositivist research, but as a tool to further interrogate the tenuous truth that all research produces. She situates virtual ethnography within the history of qualitative inquiry and examines it in terms of data collection, analysis, the types of productive challenges virtuality presents, and its use in education, particularly in the field of educational technology.

Feature Articles

Daniel M. Frederking, of the American Institutes for Research, studied *Examining the Instructional Priorities of a Secondary Education Teacher Preparation Program Utilizing an Integrated Approach to Assessment Education* found areas of both alignment and misalignment in three dimensions (categorical concurrence, depth of knowledge, and range of knowledge) between 1) a program's instructional priorities for teaching about assessment, 2) locally used professional teaching standards, and 3) the teacher accreditation performance assessment. Frederking discusses the findings and implications for teaching about assessment in teacher preparation programs.

According to Mary-Kate Sableski and Kathryn Kinnucan-Welsch, of the University of Dayton and Catherine Rosemary, of John Carroll University, teacher reflection is a central component of the development of both preservice and practicing teachers. In *Facilitating Teacher Reflection Using a Metacognitive Tool*, they present the results of a case study that provides insight into the dimensions of reflection, specifically the interplay of observation and inference. Through their use of the metacognitive tool, the Teacher Learning Instrument, the teachers in the study adopted a metalanguage to discuss their observations of students' learning, to express their thought processes about instruction, and to pinpoint changes to their instruction to enhance student performance.

Wendy Bana and Jeff Cranmore, from Grand Canyon University, explored *Elementary Teacher Perceptions of Professional Development on the Neuroscience of Learning*, along with their perceptions of the influence such training had on their practice. Themes from semi-structured

interviews, focus groups, and observations of the teacher participants identified that 1) the structure of PD is critical to its success, 2) follow up to PD is critical to implementation of training, 3) neuroscience of learning PD is beneficial for elementary teachers, and 4) effective PD on the neuroscience of learning needs certain components.

Graduate Student Inquiry

ArCasia D. James-Gallaway, of the University of Illinois-Urbana, uses Derrick Bell's interest convergence principle, which argues that whites will support racial justice efforts only if they believe they will see gains for themselves, to examine white philanthropic support of Black education in the postbellum South and in current school reforms. Using the concept of "bad" (or compromising) money to describe philanthropy's curtailment of Black self-determination and agency, this conceptual paper, *All Money Ain't Good Money: The Interest Convergence Principle, White Philanthropy, and Black Education of the Past and Present*, demonstrates how such philanthropy has promoted white capitalistic gain to the detriment of African American communities for decades.

Book Reviews

Joe Ohlinger, from Purdue University, reviewed the book *Worth Striking For: Why Education Policy is Every Teacher's Concern (Lessons from Chicago)* authored by Isabel Nuñez, Gregory Michie, and Pamela Konkol. Ohlinger finds that this book is a different and worthwhile kind of initiation into the field of education, reminding teacher candidates that they have the right and responsibility to interrogate the conditions of their profession and their lives.

Nicole R. Rivera, of North Central College, reviewed the book *A Reader of Narrative and Critical Lenses on Intercultural Teaching and Learning* edited by Candace Schlein and Barbara Garlii. Rivera recommends the book as a helpful guide for institutions of higher education and teacher preparation programs to develop and promote reflection on their effectiveness.

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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