

2017

Editors' Notes

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Editors' Notes

We hope you are enjoying summer and we are pleased to share 2017's Issue 2 of the *Mid-Western Educational Researcher*.

Feature Articles

High Achievers from Low Socioeconomic Backgrounds: The Critical Role of Disciplinary Climate and Grit by Haigen Huang and Hao Zhu takes a look at how much school and classroom disciplinary climate and student “grit” predict achievement in mathematics and science. Using 2012 U.S. PISA data, Huang and Zhu conclude that low-SES students who perceived themselves as having a higher level of grit and whose classrooms had stronger disciplinary climates were much more likely to be high achievers. Implications for policy and further research are discussed.

College campuses have experienced a recent resurgence of student activism in response to political and social tensions. Laura Harrison and Peter Mather suggest in their article *Making Meaning of Student Activism: Student Activist and Administrator Perspectives* that such activism poses challenges and opportunities for leaders in higher education who seek engagement rather than polarization. Harrison and Mather talked to student activists and administrators to understand their perceptions of activism and how these perceptions shape their choices and interactions with each other. Recommendations for practice are offered.

The role and status of special education paraprofessionals in Ohio are explored in *Special Education Paraprofessionals in District Context* by Craig Howley, Aimee Howley, and Deborah Telfer. The authors surveyed educational leaders, gathering responses regarding role definition, assignment, supervision, training, and pay. The data suggest that districts confront challenges in even defining the role of a paraprofessional, and that assignment, supervision, and training are often haphazard. These findings suggest that district leadership in Ohio typically pays little attention to the use of special education paraprofessionals. Recommendations are included for research and district-level practice.

Graduate Student Inquiry

Stacy Gherardi, in her paper *Digitized and Decoupled? Teacher Sensemaking around Educational Technology in a Model 1:1 Program*, examines teachers' “sensemaking” regarding a districtwide 1:1 laptop program and found that educator perceptions of the program varied widely and were often decoupled from their observable actions. She reports that cohesion in district messaging and implementation, along with administrator flexibility, is more likely to mediate a positive response to technology.

Book Review

Aaron Zimmerman reviews Kevin Carey's 2015 book *The End of College: Creating the Future of Learning and the University of Everywhere*, in which Carey argues that the "University of Everywhere"—digital, widely available, and highly effective—will soon be challenging the traditional university model. Zimmerman considers Carey's critiques and finds value in the examining the existing model of higher education as currently configured, but also wonders if Carey is asking the right questions about the purposes of higher education.

Opportunities with *MWER*

As always, we 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. We do our best to continue to offer a timely review and publication process. Please see our [information for authors](#) and [information for reviewers](#). Let us know if you have any questions.

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