

2020

Editors' Notes

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Mid-Western Educational Researcher

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Editors' Notes

The Editorial Team is pleased to present the 2020-2021 Winter issue of the *Mid-Western Educational Researcher*. There are three feature articles in this issue, as well as two commentaries, that present the important scholarship that is the hallmark of the Mid-Western Educational Research Association.

This issue is being published early in 2021. We appreciate your patience as processes related to our journal have slowed during the COVID-19 pandemic. We thank those of you who have chosen to submit your research and scholarship to *MWER* for publication consideration. And every bit as important, we thank those of you who are willing to serve as reviewers to offer substantive feedback to scholars and help make decisions about what is published in our journal. All of this work is time-consuming, and it is only because we work together that the *Mid-Western Educational Researcher* continues as a valuable outlet for your work.

We want you to be aware that as we move into Volume 33 in 2021, all submissions to *MWER* must be submitted in APA 7th edition. This change will also be reflected on the journal website, along with updated directions for manuscript submission. Thank you for your continued support of our association and our journal. Be well.

Feature Articles

Todd D. Reeves, Yasemin Onder, and Beheshteh Abdi of Northern Illinois University present ***Validation of the Data-Driven Decision-Making Efficacy and Anxiety Inventory (3D-MEA) with U.S. Pre-Service Teachers***. They examined the validity of inferences drawn from the 3D-MEA (Dunn et al., 2013) among U.S. pre-service teachers, a population with whom this instrument has never been fully and rigorously validated. Findings indicated a good fit of the hypothesized five-factor confirmatory factor model and reliable 3D-MEA scores in this population. The reported validity and reliability evidence implies that the 3D-MEA, originally intended for in-service teachers, may too be used meaningfully with U.S. pre-service teachers.

Solange A. Lopes-Murphy and Christopher G. Murphy of The College of New Jersey present ***English Learning and Learning Disabilities: Has Research Made its Way into Practice?*** They surveyed 330 school professionals to examine their perceptions about four mirrored behaviors displayed by ELs during instruction, as indicators of either a second-language difficulty or a learning disability. Only 31% of the respondents correctly indicated that none of the behaviors can distinguish these two possibilities. The probability of correct assessment was positively associated with the level of English-as-a-Second Language (ESL) training for those with less than 15 years of teaching experience and negatively associated for those with more than 20 years of experience.

Kelly H. Summers of Northern Illinois University, Christine Rienstra Kiracofe of Purdue University, and Constantine James of Ohio State University present their study on the ***Legal Literacy and K-12 Public School Teachers***. Their survey assessed knowledge of constitutional

law issues, statutory law issues, and case law relevant to public school settings (e.g., student free speech, search and seizure, special education law, etc.). Results indicate that very few teachers are legal literate, often mistaking what is within the realm of legal possibility in a school setting.

Commentaries

Courtney Rieb and James Cohen of Northern Illinois University offer a scholarly commentary arguing for *The Impact of Music on Language Acquisition*. This article encourages elementary educators to include music in their general education curriculum by highlighting the lack of music education in the classroom, which fuels the discussion for its need. They review journal articles spanning several decades and discuss the historical use of language to support the impact of music on Kingergarten-6th grade speakers. They encourage teachers to implement music to both native and non-native English speakers.

Cheu-jey Lee of Purdue University Fort Wayne offers a commentary called *Making Critical Literacy Accessible to Pre-Service Teachers: Why and How?* In this piece, the author presents a practical way of teaching critical literacy to pre-service teachers through a critical literacy engagement. Specifically, the critical literacy engagement is intended to help the pre-service teachers (a) understand why critical literacy is important, (b) see an example of how to put critical literacy into practice, and (c) apply what has been learned.

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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