

8-8-2018

Welcome From the Managing Editors (2018)

Follow this and additional works at: <http://newprairiepress.org/pjer>

 Part of the [Education Commons](#)



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#).

Recommended Citation

(2018). Welcome From the Managing Editors (2018). *Prairie Journal of Educational Research*, 2(1).
<https://doi.org/10.4148/2373-0994.1019>

This Introductory Materials is brought to you for free and open access by New Prairie Press. It has been accepted for inclusion in *Prairie Journal of Educational Research* by an authorized administrator of New Prairie Press. For more information, please contact cads@k-state.edu.

Welcome From the Managing Editors (2018)

Abstract

Welcome From the Managing Editors (2018)

Keywords

Welcome, PJER, Editors, Educational Research

Welcome from the Managing Editors

Hello, and welcome to the second issue of the *Prairie Journal of Educational Research* (PJER). After an extended period of submissions, revisions, and an editorial transition, we are excited to present the second issue of the journal. The editors have selected three articles for this volume, exploring the experiences of three doctoral students in different areas of education. *English* explores the power of Project-based Learning in a high school American History course. Students wrote original histories of the Vietnam War while collectively raising money to fund an Honor Flight for a Vietnam veteran. *McCutcheon, Sponberg, Pazmiño, Murry, & Herrera* examine the work of a graduate student in exemplifying levels of the Accommodation Readiness Spiral (ARS). Utilizing evidence from the participant, the authors consider how the ARS framework can be utilized in working with culturally and linguistically diverse (CLD) students. Finally, *Stegman* investigates the role of school leadership in the adoption of new literacies in Title I schools.

We would like to thank those who assisted in the creation of this second issue of PJER. Firstly, those who submitted articles for consideration and the authors who showed flexibility and perseverance throughout the review process. Secondly, to the reviewers who gave their time and talents in providing feedback to the authors. The review process ensured the quality of PJER as a journal and assisted the authors, students in the College of Education, in improving their writing. The team at New Prairie Press provided extensive help during the transition, providing quick answers to questions about publication and the web server. Lastly, we would also like thank the previous editorial team, namely Paul Maxfield, in assisting with the transition and providing direction to the new editorial team.

A major thanks should be noted to the work of Dr. Kenneth Hughey, who took over executive editorial duties during the transition. Without his time, guidance, and support it is unlikely that the second issue of PJER would have made it to publication.

Sincerely,

PJER Managing Editors;
Seth Lickteig and Xinran Wang