

# Journal of Contemporary Research in Education

---

Volume 7  
Number 1 *Fall 2020*

Article 1

---

Fall 10-1-2020

## Cover Pages

Journal Editors

Follow this and additional works at: <https://egrove.olemiss.edu/jcre>



Part of the [Educational Assessment, Evaluation, and Research Commons](#), and the [Scholarship of Teaching and Learning Commons](#)

---

### Recommended Citation

Editors, Journal (2020) "Cover Pages," *Journal of Contemporary Research in Education*: Vol. 7 : No. 1 , Article 1.

Available at: <https://egrove.olemiss.edu/jcre/vol7/iss1/1>

This Front Matter is brought to you for free and open access by the Education, School of at eGrove. It has been accepted for inclusion in *Journal of Contemporary Research in Education* by an authorized editor of eGrove. For more information, please contact [egrove@olemiss.edu](mailto:egrove@olemiss.edu).

# Journal of Contemporary Research In Education

VOLUME 7 | NUMBER 1 | FALL 2020

---

**The mission of JCRE is to disseminate original research, empirical or theoretical in nature, which involves the application of current philosophy, theory, and practice to address issues of social importance. While the journal will focus on research with the intent of improving the human condition, manuscripts addressing all aspects of the field of education, school-based and non-school-based alike, will be considered. JCRE is strongly committed to making the research findings of its authors accessible to all constituencies in the field of education.**

JCRE is a peer-reviewed publication sponsored by the School of Education at the University of Mississippi. Published 3 times annually, in August, December, and April, JCRE disseminates research which is judged to be clear and purposeful, with significant implications for positive changes in the field of education.

**Manuscript Preparation.** Manuscripts should be prepared according to the guidelines set forth in the 6<sup>th</sup> edition of the *Publication Manual of the American Psychological Association* (APA), should be approximately 15-25 pages in length, and must be accompanied by an abstract no longer than 200 words. A short biography of 2-3 sentences per author is requested. Manuscripts should be formatted for 8 ½” x 11” paper with 1” margins on all sides, and double-spaced using 12-point type. Manuscript files, and any accompanying files, should be in MS Word format: PDFs will not be accepted.

**Manuscript Submission.** Email an electronic copy of your manuscript and a cover letter to [jcre@olemiss.edu](mailto:jcre@olemiss.edu). Please do not remove all names and other information from the manuscript which could potentially identify the author(s). The cover letter should contain the name(s) of the author(s), institutional affiliation(s), and contact information (email, phone number, address). The cover letter should also include a statement explicitly indicating that the manuscript has not been published, or is not under consideration, elsewhere.

**Manuscript Review.** Manuscripts submitted to JCRE for consideration are first reviewed internally by the editor. Those conforming to the initial review criteria and fulfilling the mission of JCRE will be submitted for external peer review. The criteria for judging the manuscripts include: (a) significance of research and/or theoretical contribution, (b) appropriateness of the research methodology, (c) clarity of the writing, (d) adherence to the guidelines set forth in the 6<sup>th</sup> edition of the *Publication Manual of the American Psychological Association* (APA). Manuscripts meeting the criteria will be reviewed by at least two peers, a process that lasts from 6 -8 weeks.

# Journal of Contemporary Research In Education

VOLUME 7 | NUMBER 1 | FALL 2020

---

## TABLE OF CONTENTS

<i>From Epistemological Pragmatism to Educational Pluralism</i> Matthew B. Etherington	1
<i>4 Advanced Comprehension Strategies to use with Adolescent Readers</i> Gerlinde Beckers Elizabeth M. Wadlington	20
<i>Minority Students in University Remediation: A Phenomenological analysis of their high school and first semester college academic experiences</i> Savannah L. Kelly	29
<i>Anti-realist Epistemologies in Education</i> Mark Ortwein	46
<i>Response to Intervention for English Language Learners (ELLs): Using Data Collection, Goal Setting, and District Level Support for Instructional Improvement</i> Stacie K. Pettit Nao-Cheng Kuo	52
<i>Diversity Issues in Literacy Teacher Education</i> Sue Ann Sharma	67