

Editor's Introduction

We are delighted to present the Spring 2021 issue of the *Journal of Research in Education* (JRE) Volume 30, Issue 2. This issue includes five articles with methodology ranging from case study, retrospective review, to qualitative and quantitative studies. We believe each of the manuscripts will contribute to the body of literature and knowledge regarding the respective topics studied.

In “**Case-based instruction in education psychology: Comparing collaborative and independent approaches**”, Meagan Arrastia-Chisholm, Samantha Tackett, and Kelly Torres evaluated the effectiveness of case studies in an introductory educational psychology course using a quasi-experimental approach.

In “**The retrospective record review: A methodological option for educational research**”, Patricia Buxton details the unobtrusive nature of the retrospective record review (RRR) as a method that yields insight into the behavioral patterns of children.

Yifan Liao and Grace Liang explored foreign language anxiety experienced by Chinese graduate students for whom English is a second language in “**Foreign language anxiety among Chinese graduate students in the United States: A qualitative multi-case study**”.

Miranda Sigmon and Donna Fogelsong used 15 principles for working with struggling readers to analyze pre-service teachers' perceptions of their ability to teach reading in “**Pre-service teachers' self-assess proficiency for working with struggling readers**”.

In “**Using flipped classroom in middle schools: Teachers' perceptions**” Aslihan Unal, Zafer Unal, and Yasar Bodur examined the perceptions of fifty-seven middle school teachers regarding flipped classroom.

We would like to thank all the authors who submitted their work to the JRE and the reviewers who provided insight into the appropriateness and quality of the manuscripts. The authors genuinely appreciate the opportunity to improve their work and this process serves that purpose. Also, a big thanks to the Eastern Educational Research Association (EERA) members and the Board of Directors, Dr. George Watson (past President), Dr. Jia (Grace) Liang (current President) and Dr. Willy Williams, Director of Communications for their continued guidance and support.

With gratitude,

Dr. Kristen McHenry and Dr. Tracy Butler, co-editors of the JRE

Acknowledgements

We would like to thank the following reviewers for their role in this issue of the JRE:

Dennis Anderson

Mary Kay Bacallao

Ann H. Burns

Robert Ceglie

Jill Channing

Kelly Kearney

Jeffrey Kenton

Stephen Nelson

David Okath

Jason Schenker

Michael Shaffer

Sheliah Durham

Anthony Olalere

Anastasia Lastinger

Thomas Gauthier

Susan James

Mary Morse

Salika Lawrence

Bonnie Daniel

Erika Bass

Carol Watson

Laurie Kimbrel

Journal of Research in Education

Volume 30, Issue 2

Spring 2021

Table of Contents

Editor's Introduction

Acknowledgements

Case-based Instruction in Educational Psychology: Comparing Collaborative and Independent Approaches.

Meagan Arrastia-Chisholm, Samantha Tackett, and Kelly M. Torres

The Retrospective Record Review: A Methodological Option for Educational Research.

Patricia S. Buxton

Foreign Language Anxiety among Chinese Graduate Students in the United States: A Qualitative Multi-Case Study

Yifan Liao and Jia "Grace" Liang

Pre-service Teachers' Self-Assessed Proficiency for Working with Struggling Readers

Miranda L. Sigmon and Donna Fogelsong

Using Flipped Classroom in Middle Schools: Teachers' Perceptions

Aslihan Unal, Zafer Unal and Yasar Bodur