

## **Editor's Note**

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Volume 32, Issue 3 encompasses three major research problems that are significant for future policy and practice in the field of Career and Technical Education (CTE). The research problems focus on the relationship between CTE research and methodologies and the contemporary scientifically-based research (SBR) paradigm; CTE teachers' attitudes about and use of reading within their instruction; and the efficacy of worked-based learning (WBL), social support, and occupational engagement orientations in students' career development.

Sinan Gemici and Jay Rojewski analyze the fundamental principles of SBR, the favored research paradigm and methodologies of several federal governmental agencies. They examine the different positions in the discourse regarding SBR. Additionally, they provide a concise overview of the major initiatives and agencies that have been created to guide federal policy with respect to educational research. Gemici and Rojewski reflect on the existing and potential long-term effects that SBR could have on the status of CTE scholars and research. They reviewed research articles in CTE that were published during a five-year period to contrast CTE research and methodologies with SBR requirements and expectations. Sinan and Rojewski found a significant discrepancy between the focuses of CTE published research and the emphasis of SBR standards for government-funded research. Further, they discuss the role that SBR should play relative to the quality of CTE research. Gemici and Rojewski suggest that the field of CTE should critically examine its paradigm of disciplined inquiry. They claim that CTE researchers and consumers have had a "limited" reaction to SBR. Perhaps, the CTE research community will become more "proactive" as a consequence of reading this article,

Travis Park and Ed Osborne explore the relationships among attitudes and practices associated with reading in the context of agricultural science instruction. The theoretical framework is predicated on the teacher practicing in a sociocultural context that consists of three elements including the reader, text, and activity (or purpose for reading). Accordingly, they posited two major research questions: (a) What are the factors associated with teachers' attitudes toward reading in general and for applications in agricultural science? and (b) What factors are associated with their knowledge of content area reading strategies and frequencies of text and strategy use in agricultural science education? The findings of the study answer some important questions and contribute to both theory and practice in CTE. However, Park and Osborne note that the findings also elicit several new questions, a pathway for future research.

Jeffrey Bennett examines the efficacy of work-based learning and social support with respect to enhancing positive occupational engagement orientations for high school seniors. The theoretical framework of the study is based on an interaction between student demographic characteristics, district internship program requirements, social support, and feedback. The research questions that emerged from the theory included: (a) How much do student demographic characteristics account for high school seniors' orientations toward occupational engagement? (b) To what extent does completion of work-based learning internships influence high school seniors' occupational engagement orientations? and (c) How influential is social support in enhancing high school seniors' occupational engagement orientations over and above the influence that work-based learning internships provide? The results contribute to theory and practice in work-based learning, a relatively new but rapidly expanding programmatic emphasis in the schools across the nation. Bennett offers several recommendations that can improve policy, practice, and the career development experiences of seniors in their transition from high school to the world of work, higher education, and life.

Finally, I would like to extend my thanks and appreciation to all of the Editorial Board members and reviewers for their time and excellent work in the editorial review process of Volume 32. Their dedication, expertise, and excellent reviews are very much appreciated. I look forward to working with many of you in the creation of Volume 33.

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