



## *Critical Questions In Education: Volume 3, Issue 2*

The Academy for Educational Studies  
Missouri State University  
Springfield, Missouri

June 15, 2012

Dearest Colleagues:

Welcome to Volume 3, Issue 2 of *CQIE*; I think you will find this most recent issue quite intriguing. Before I get to an overview, I want to revisit a couple of matters I mentioned with the Winter issue back in January.

One of those matters was my concern that our submission rate had faltered; it continued to do so until of late. I am happy to report that we seem to be getting back to healthy numbers on that count. But do please continue to spread the word and thanks to those who mentioned us to colleagues and friends.

The second matter is what seems to be a never-ending dialogue with EBSCO. At my last writing I indicated that EBSCO was developing a new database—one they felt fitting for *CQIE*. That database is still in the developmental stage. When I was informed that it was still in process, well, I became a bit perturbed. I emailed EBSCO and mentioned my aggravation at which point they assured me they would index us in the Education Research Database until the new one was completed. As of last week, that still had not come to pass. They will be receiving an angrier email early this week when I send them the link to the current issue. Keep your fingers crossed.

On the *new* news front, I am excited to inform you that Benjamin Baez of Florida International University and Deron Boyles of Georgia State University have agreed to guest edit a special theme issue of *CQIE* tentatively entitled, *In Defense of Foundations*. This special issue is planned for an early spring, 2013, publication date. Ben, Deron, and I initially sent out invitations to foundations folks with whom we are familiar and through that process have quite a strong cadre of authors. We then sent out a more general call oriented toward creatively re-envisioning foundational studies in education. We expect a very vibrant issue taking up the troubling place foundational studies has found itself in of late. I have put a link with the general call on the Academy Website. Please consider a contribution to this important endeavor.

Finally, a reminder that the annual Academy Conference is just around the corner; Steve is once again putting together a great program. He stopped by my office this week to tell me that David Cohen (*Shopping Mall High School* and most recently, *The Ordeal of Equality: Can Federal Regulation Fix the Schools?*) has accepted our invitation to speak. It should be a nice several-day gathering in beautiful Springfield. Be sure to check out all the conference news on our Website.

And with that news out of the way, onto *Volume 3, Issue 2*. Once again a common strand emerged with this issue: education and technology. The first piece, penned by Ching-Wen Chang, Cathy Pearman and Nicholas Farha, examines the potential Web 2.0/3.0 holds for second language teaching and learning. Their piece is followed by the only non-technology manuscript in this issue: Mark Alter and Fernando Naiditch take up questions for those of us who train teachers, suggesting that teacher education stands at a crucial crossroads. The final two essays look at technology from very different perspectives. Mohammed Ibrahim reports on a study he conducted investigating the insights of cognitive learning theory in the production and use of instructional video. Winston Thompson closes the essay section of this issue pondering the impact social media has on developing one's political identity.

This issue also has our regular book review, this time penned by one of our own Missouri State University students: Johnpaul Norman reviews Mark Bauerlein's *The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes our Future*. An interesting addition to this issue given that Mark delivered our Keynote Address at last year's Academy Conference and was last issue's video essay! Unfortunately, we have no video essay for this issue, but hope to remedy that next time around.

In closing, I want to extend my gratitude to our peer reviewers: without their thankless work, this project would simply and quickly die on the vine. Assuming the Mayans had it wrong, I will write again in January with Volume 4, Issue 1.

PAX,

A handwritten signature in black ink, reading "Eric C. Sheffield". The signature is written in a cursive, flowing style.

Eric C. Sheffield, Editor  
*Critical Questions in Education*