



Critical Questions In Education: Volume 5, Issue 1

The Academy for Educational Studies
Missouri State University
Springfield, Missouri

January 19, 2014

Dearest Colleagues:

Welcome to Volume 5, Issue 1 of *CQIE*! We are excited for the coming year and the continued work of the Academy. First, you will notice that this issue marks the beginning of our change from APA to Chicago style. As a result, some of this issue's articles are in APA and some are in Chicago. Although this shift may be surprising to some, it is meant to retain, or recover, a foundations of education orientation generally rooted in the humanities. Chicago allows for a more substantive discussion in footnotes, and an overall smoother read uninterrupted by repeated parenthetical citations.

As to the present issue, we believe you will enjoy a variety of approaches to similar perennial questions in education. In the opening piece, Dennis Attick interrogates fundamental concerns regarding the use of technology in education that are often ignored in the ever-present frenzy to adopt and utilize what technology offers. Reminding readers of the spectacle always latent in issues of technology, Attick rightfully questions if technologies can in fact deliver the aims of a critical democratic education. F. Tony Carusi follows up this article with a provocative and timely piece that questions the questioners. By unraveling the use of hegemony often employed by those who participate in critical educational studies research, Carusi skillfully exposes how hegemony often gets reinscribed by those wishing to abandon it. Christine K. Lemley's article describes a qualitative case study that explores the relationship between one's personal lived experiences and the ability to engage issues of discrimination and social justice. Lemley offers necessary recommendations for teacher education curricula which can aid the development of a transformative pedagogy in the classroom. Denise D. Cunningham offers an ethnographic study of pre-service early childhood teacher education using both qualitative and quantitative data to argue that the traditional divide between theory and practice must be bridged if teacher candidates are ever to enact developmentally appropriate constructivist oriented practices. These four articles together work well to articulate theoretical and practical revisions and question many of our basic assumptions in education. We hope our readers find them provocative and useful in their work.

This issue also has our regular book review: Gary Younge's *The Speech: The Story Behind Dr. Martin Luther King Jr.'s Dream* is reviewed by Becky L. Noël Smith; and, we have continued our semi-regular tradition of including a video essay. In this issue you will find the first of what

we hope will be an ongoing video series entitled *Academy Talks*. This first installment of *Academy Talks* features a conversation with Gary Borich of the University of Texas at Austin. Dr. Borich tells the story of his educational “about-face” that resulted from research he conducted in India.

Before leaving you to your reading (and viewing), we want to share some exciting Academy news: the next academic year will see not one, but two Academy conferences! Academy director Steve Jones has been diligently planning both. The first will be in Louisville, Kentucky at our traditional mid-October time; the second is tentatively scheduled for mid-April in Phoenix, Arizona. Details for both conferences will be forthcoming very soon.

We are also very much looking forward to this year’s special theme issue of *CQIE* which will consider the question of homeless youth and educational policy in an age of neoliberal economic realities. This second special theme issue is shaping up to be deeply engaging particularly for those concerned with the impact such economic realities have on our most vulnerable youth and is slated for publication in the fall.

In closing, we want to extend our gratitude to our peer reviewers: without their thankless work, this ongoing project would simply not be possible.

PAX,

Jessica A. Heybach, Associate Editor

Eric C. Sheffield, Founding Editor