



## *Critical Questions in Education: Volume 10, Issue 1*

The Academy for Educational Studies

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Colleagues and Friends of the Academy:

Welcome to Volume 10, Issue 1 of *CQIE* and our appreciation for joining us in our celebration—the publication of this issue marks the beginning of our ten-year anniversary! The Academy and its projects have certainly grown since that first “Little Red Schoolhouse” Conference in 2005. On that note, an update on Academy “goings on.”

Steve Jones just this week mailed out the schedule for our 19<sup>th</sup> Academy meeting: the *Critical Questions Conference* in beautiful Savannah, Georgia. The topic this time around ponders the implications for teaching and learning of increasingly acute generational differences. Keep in mind as well that we have launched a new book series. Information on this exciting opportunity can be found on our website: [academyforeducationalstudies.org](http://academyforeducationalstudies.org). Upcoming symposia and conferences include Seattle, WA in October and Chicago, IL next spring.

We think you will find the manuscripts in Volume 10, Issue 1 of *CQIE* are a bit more quantitatively oriented than has historically been the case. Corrie R. Block opens the issue with an examination of teacher reaction to the idea of including more LGBTQ+ focused curriculum in the social studies classroom. As Dr. Block explains, this remains an uphill battle. Block’s article is followed by a study conducted by a team of researchers from Missouri State University on professor attitudes toward accreditation and the accrediting process. As universities come under increasingly tough funding shortfalls, the question of spending time and money on accreditation is an important one and this project reports some very interesting findings.

Kann Bati’s manuscript takes us to science classrooms in Turkey. Bati’s focus is on the state of discussion and argumentation in Turkish science classes. Much as it is in the US, Bati finds the current situation a mixed bag with some positive signs and not so positive signs that true discussion is or can be incorporated into schools and their classrooms. In the fourth manuscript, Dory Quinn and her co-authors present their findings on the impact of a Trio Support Services Program meant to engage the growing number of first-generation college students such that they succeed. This issue of *CQIE* closes with Angela Ford’s analysis of the impact of school environments on students via the Self-determination theory developed by Ryan and Deci.

Happy reading...and thinking. And, Happy ten-year birthday to us.

PAX,

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