



## *Critical Questions in Education: Volume 14, Issue 2*

June 15, 2023

Hi Friends of the Academy,

Summer greetings from the Academy for Educational Studies. Before getting to a rundown of Volume 14, Issue 2 of CQIE, just a reminder that we will be in Chicago in November and hope to see many of you there to share ideas and do some networking.

I think you will find the manuscripts in this volume thought-provoking, timely, and internationally expansive. The first manuscript reports on a study conducted by Lauren Angelone at Xavier University in Cincinnati which investigated teachers' use of Instagram posts during the Covid-19 pandemic—particularly interesting given the isolation teachers experienced as the pandemic raged. The second manuscript reports on a second research study investigating participant partnering preferences for a state-wide teacher mentor program. Cheryl Wold and her colleagues found some intriguing preferences in terms of how mentees prefer meeting with mentors and validated the importance of good mentor/mentee pairings. The third manuscript, penned by Maxwell Tsoka, Jeanne Kriek, and Byung-In Seo, marks a transition from discussions of technology to discussions international: their manuscript provides a narrative of a technological novice teaching in South Africa in terms of the teacher's "technological pedagogical reasoning" capacity.

In Volume 14, Issue 2's fourth manuscript, Stacy Denny provides some qualitative insight into current Caribbean educational practices in light of what Denny describes as a conflict between edutocracy and elitism when it comes to educational reform in the Caribbean. Our final manuscript sends us to early 20<sup>th</sup> century Germany and the work of philosopher Hannah Arendt. Frank Giuseffi explores how Arendt's philosophical work might impact our thinking about educational matters. Volume 14, Issue 2 closes with a review of *Neoliberalism & Education*, a collection edited by Bronwen M.A. Jones and Stephen J. Ball and published by Routledge this past April. Jessy Cheung suggests this is well worth reading for anyone interested in neoliberalism ongoing impact on educational policy and practice.

Happy reading.

PAX,

Eric C. Sheffield, Editor  
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