



Critical Questions in Education: Volume 14, Issue 3

October 15, 2023

Volume 14, Issue 3...Whew.

I should probably stop mentioning my surprise that this little journal will soon be 15 years old. The fact of the matter is that via the Academy for Educational Studies and in conjunction with our incredible manuscript reviewers and authors, we have created a venue for sharing important scholarship that is longstanding and one that will last long into the future. We are on track to surpass our previous record for submissions this calendar year and are in a position to publish three issues a year—and potentially four issues a year in the not-so-distant future. And do so while publishing quality manuscripts—this issue is certainly no exception.

Our first manuscript, penned by Vanessa Winn and Jody Googins, reports on a study that investigates the impact that online reading groups might have when the goal is “sociopolitical awareness.” This study concludes with suggestions for developing such critically-oriented reading groups. In the second article, Jeff Frenkiewich discusses the difficulties of teaching controversial issues in an era of polarized politics. More specifically, Frenkiewich examines the media treatment seen during coverage of the January 6, 2021, insurrection at the US capitol to uncover important lessons learned about how such topics might best be approached.

The third piece reports on a study examining the difference in participation levels between “first-generation college students” and “continuing college students.” George de Man and Cynthia Meyersburg report that it boils down to whether or not a student feels comfortable expressing unpopular opinions and especially so for first-generation students. The fourth manuscript in Volume 14, Issue 3 suggests that it is “not impossible to do;” that is, it is not impossible to get community college students to engage and persist in a voluntary financial education program. Zach Taylor and colleagues explain. Finally, this issue concludes on a topic often pondered by educators and educators of educators: the schism between “education theory” and “school realities.” Lama Othman’s article suggests that closing that theory/practice gap might positively impact the ongoing national teacher shortage.

Before I leave you to your reading, just a reminder that the academy fall conference will be in the windy city in the coming weeks. Hope to see you in Chicago in November

Happy reading.

PAX,

Eric C. Sheffield, Editor
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