



Critical Questions in Education: Volume 15, Issue 1

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Readers of *CQIE*,

Firstly, Happy, Happy 2024! And, welcome to *Volume 15, Issue 1* of *Critical Questions in Education*. As is typical, this issue contains some very thought-provoking manuscripts. Before getting to those, just a reminder that the Academy's next gathering will take place in New Orleans, March 4-6. The call for proposals for our spring conference (as well as other Academy endeavors) can be found at academyforeducationalstudies.org.

As I noted above, the five manuscripts in *Volume 15, Issue 1* are certainly thought provoking. Derek R. O'Connell starts this issue off with reporting on a case study using the theory of academic capitalism to explore a public university's evolution toward using market-oriented strategies to woo students and its potential impact on curriculum and enrollment profile. O'Connell's article is followed by Jennifer Ervin's autoethnographic exploration of her time teaching in a KIPP Charter School. The third manuscript, penned by Emma M. McMain and Brandon Edwards-Schuth, provides a caution lest we think we have made the "progressive turn" toward accepting the concept of social and emotional learning.

The first of our two closing manuscripts examines the complexities that come with being asked to implement new educational reforms/state mandates. Meghan A. Kessler provides much food-for-thought as to the impact such implementation can have on teacher decision making and positionality. We close this issue with a critical discourse analysis of newspaper coverage of exclusionary discipline—a discipline approach that drives inequity and marginalization of youth in our schools.

I hope you will curl up with this latest issue of *CQIE* and let your thoughts be provoked.

Stay warm and happy reading!

PAX,

Eric C. Sheffield, Editor
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