

LETTER FROM THE EDITORS

Dear SFU Educational Review Community,

We are living in unprecedented times. The fact that this phrase is becoming weak and pale from overuse in recent months does not make it any less true!

We would like to welcome you to this regular issue of the SFU Ed Review, which may seem incongruent in a period of pandemic uncertainty and social upheaval. As an editorial team, we would like to address some of the challenges of working during the COVID-19 shutdown, as well as the difficulty - and privilege - of publishing an edition of the journal during this time.

The articles in this issue were written and submitted before the health crisis fully reached us in North America, and the resulting shutdowns came into effect. The journal was temporarily put on hold while the editorial team worked to adapt to new living and working conditions, and is therefore quite delayed in its publication. We have chosen to move forward with the issue at this time, as the quality of scholarship and relevance of the material is undiminished.

We are also aware of the urgency of the global social movements for racial justice, centred in the US and Canada. The massive protests and intense public debate are a response to the most recent instances of horrific police brutality against Black and Indigenous people in our communities. The protestors point out the failure to address issues of systemic racism within public institutions, which includes our field of education. We will absolutely be addressing these issues as a journal, and are currently discussing possibilities for how this can best be done going forward.

Change in leadership -- moving towards a more equal and democratic format with a team of Editor(s)-in-Chief. Transparency and labour divisions have been in place at SFU Ed Review before us, but we recognize that the labels around our names on our website, signatures, etc. display a hierarchical structure, as opposed to a more democratic and egalitarian one. The shift is going to be easy and complicated at the same time. It is very hard work to make decisions as a team, but we endeavour to put in the effort in order to make these changes a reality, both in today's climate, and for the long-term benefit of our authors, readership, and Education community as a whole.

Thank you again, for your continued support and contributions. Please see below for a very brief summary of each article published in this current journal edition.

In **“Educational change and NEXTschool: A review of literature informing innovative approaches to teaching and learning”**, after exploring the literature on school change processes, the authors examine how the possibilities and challenges presented by the literature could be applied to an example of a current school change initiative called NEXTschools. The authors also investigate how their research findings could be applied to the NEXTschools and

provide a conceptual framework that establishes how the NEXTSchool initiative in Quebec is conceptualized.

In the article “**Mental perturbation: An integrative design-oriented concept for understanding repetitive thought, emotions and related phenomena involving a loss of control of executive functions**”, the authors invite us to question our understanding of mental perturbation — the loss of control of executive functions to insistent motivators -- and describe how it calls for an integrative design-oriented (IDO) approach to autonomous agency. In demonstrating this claim, we illustrate the scientific and practical importance of unified theories of mind.

The interview “**Teaching science with intention and connection: An interview with Clarah Menezes**” sheds light on a new approach to teaching science, based on Dr. Poh Tan’s Three Visions framework, approaching a perspective of relational connections. The authors engage in an interview with Clarah Menezes, an elementary school teacher from Brazil, in which she tells more about how Dr. Tan’s framework transformed her practice and shares some of her experiences in the school where she currently teaches.

The essay “**Seeking to engage: re-placing Simon Fraser University’s Burnaby Mountain campus to help address environmental crisis**” is a call to reimagine learning at SFU through a place-based educational context, in response to the need to address the environmental and climate crisis. The author addresses the colonial roots of SFU’s Burnaby campus, and its disconnection from the First Nations lands upon which it is built, suggesting that university classes and instructors could engage with the natural environment as an alternative.

The poem “**Curating a future Earth**” compels us to think about the earth, our connection with it, and asks the essential question “what is alive?”

In the report “**Towards a new teaching approach for scientific literacy: Exploring through a three-vision framework for teaching science**”, the author proposes a three visions framework to conceptualize science education. Drawing on post-humanist theories and Indigenous Hawaiian epistemology, her framework proposes an analytical lens to address the so-called differences between disciplines such as Science, Technology, Engineering, Arts, and Math (STEAM) and to combine them for a move towards a broader understanding of science by recognizing the relations between humans and non-humans.

Sincerely,

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