

## LETTER FROM THE EDITORS

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Dear SFU Educational Review Community,

We would like to welcome you again to the SFU Ed Review's regular issue – which has been written and edited in very *irregular* times. This is our second publication during the pandemic lockdown, and, knowing the kind of world we are living in, we are extremely humbled, honoured and privileged to have been able to publish this edition at all.

2021 was promised to be our turn-around year from 2020. Sadly, with the un-ending water crisis in our Canadian First Nations communities, the January 6<sup>th</sup> insurrection in the United States, the on-going lockdowns around the world, vaccine shortages – especially in the developing world - new variants ravaging countries like India and the UK, and untold numbers of lives lost due to the on-going Covid-19 pandemic, 2021 was looking like more of the 'same-old-story' rather than a new beginning.

But in this month of August, with case numbers dropping in British Columbia, where most of us are based for our studies, there is hope: for health, for a chance to really address the existing inequities exposed by the Covid-19 pandemic both around the world, and in our own bubble in Academia, and for a chance to do better – and we *must* do better.

We would like to thank you all: the authors who contributed, our Readership and the entire Education community at SFU for your continued support, patience and understanding during these continually trying times.

Though we have only published 2 issues since the pandemic, our authors have submitted high quality, engaging and timely works that we are proud to publish here. As we, hopefully, begin seeing the light at the end of the tunnel in BC's Lower Mainland, and as we start heading back to a new, more open 'normal', we are optimistic that the Ed Review's future will be just as bright.

We look forward to plans to resume regularly scheduled publications for the fall/winter months, and for a complete return to 'normal' in 2022 with two regular publications, and one special issue. We hope you enjoy reading these works as much as we enjoyed compiling them for you, that they make you think, learn, question, and inspire you to write your own contributions in the future.

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.

The first article of this issue, *Fighting for Social Lives: Public versus Market Pedagogies*, is a critical reflection by Ki Wight, which raises the old but very current question about the purposes of higher education. Drawing on the author's own teaching experiences, critical pedagogies are explored in a search for reconciling industrial and market logics with critical and social rhetorics in higher education.

Canan Güneş, in her article *Reciprocal Influences in a Duo of Artefacts: Identification of Relationships that Serves to Multiplicative Thinking*, investigates the use of *duo of artefacts* can enhance the learning and understanding of multiplicative thinking in Mathematics. More specifically, the author studies how a more reciprocal use of *duo of artefacts*, in place of the common physical to digital order, can bring benefits to mathematical ideas. Güneş conducts and analyzes interview with a 5-year old to present her findings of how the reciprocal use of a duo can accelerate students' meaning making process.

In *A Critical Policy Analysis of the Implementation of the Bi-Literacy and Trilingualism Language Policy in Hong Kong: From a Postcolonial Perspective*, Young Li adopts a critical lens in analyzing the Bi-literacy and Trilingualism Language Policy in Hong Kong that proposed the use of Cantonese, Mandarin, and English. Drawing on the contexts of policy making framework, Li examines the implementation of this language policy in Hong Kong and explores the reasons for resistance to Mandarin. Li suggests that postcolonialism and anti-cultural imperialism perspectives may shed light in understanding people's attitudes and perceptions toward these languages in Hong Kong and therefore, may help in refining the existing language policy.

In *The Implementation of Project-Based Learning*, Bingjie Qi provides a narrative literature review of project-based learning in K-12 school settings. Qi includes both research findings and peer-reviewed journal articles, as well as social media posts, such as teacher blogs, which document the first-hand experiences of teachers using project-based learning approaches in a variety of contexts, and provide different perspectives. The strengths and success of project-based learning are discussed, as well as challenges, and suggestions for implementation of project-based learning in classrooms.

And finally, Jade Leong and Dr. Poh Tan present a collaborative visual scholarship in *Teacher and Researcher in Entangled Relations*, created through and about a collaboration between an early childhood teacher and researcher. Their scholarship explores the entanglements of assumptions and perceived tensions that occur during a co-created research project and the becoming together of the “teacherresearcher” in relations of materiality, ideas, movements, actions and dialogue.

Sincerely,

*Editorial Team*

SFU Educational Review

Simon Fraser University

e: sfuedr@sfu.ca

w: sfuedreview.org