

## Letter from the Editors: The Maze

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Dear Readers,

It is with great pleasure that I introduce the third issue of the SFU Educational Review. Each new issue of the journal reflects changes in editorial staff as well as changes in the Faculty of Education as continuing students refine their research interests and new students throw themselves into the fray. At every turn the Educational Review demonstrates students taking risks with their ideas and their writing to begin their careers as academics and to find their niche within the faculty.

For our cover image this year, we have chosen a hedge maze to symbolize all the facets of graduate student writing. Some of us enter the maze laughing, enjoying the challenge, others with determination to be the first ones through in a show of cleverness, and still others just hoping to get through before the last of the cafe teacakes are snapped up. We turn left, then right, wondering if we are retracing our steps, changing the plan to *deliberately* retrace our steps, trying to remember where we have been and where we need to go. If the hedge maze is big enough, and the voices of others in the maze become more remote, we feel a prickle of panic creep over our scalp and down our necks. Am I going completely wrong? Am I uber intelligent for being the lone soul in this reach of the maze or a spectacle of pity that I am nowhere near where I need to be? I know where I came in, how on earth will I get out? Should I call for help? Will I ever get out of this thing? Has anyone ever slept in a hedge maze? Are these leaves edible?! We plod on because the leaves really don't look tasty and we know there is a way out. Calmness and deliberation return. Left, right, left, left, right, voices heard! Follow the voices, left and right and suddenly we're out.

For the authors, reviewers and editors, the SFU Educational Review has been a new venture during which we felt naïve exuberance ("This will be so great!"), confusion ("Now what?"), hesitation ("Am I doing this right?") and even that prickle of panic ("What if nobody wants to submit any work? What if we have nothing to publish?"). As in the hedge maze, we all plodded on, step by step and turn by turn, remembering that learning something new often doesn't feel very nice but that the reward of improving one's writing, learning how to revise and edit and achieving publication is immensely worthwhile as it is the cornerstone of academic inquiry. Most importantly, we learned to listen for the other voices in the maze, to be honest and humble in our requests for help, in listening to feedback and figuring out the next steps and turns together. We are very proud that cohesiveness has grown out of apprehension and that on finally reaching the end of

the hedge maze we can look back and know that we'd really like to do it again - after some teacakes, of course.

In this, our third issue of the SFU Educational Review, we are pleased to present a wide variety of pieces whose concerns range among pedagogy, disability, knowledge construction, embodiment and second language learning. Charles Scott discusses the importance of *hanging out* as a pedagogical practice for its importance as a unique meeting space that may otherwise not be available in conventional educational practices. Milena Droumeva highlights the need to include acoustic communication and orality in educational practices as a part of knowledge construction while Rosa Chen argues for the inclusion of poetic texts to motivate cross-cultural understanding in knowledge construction. Lorna Ramsay argues that narratives are embodied ways of being in the world. By sharing narratives of a special needs student with undergraduate university students, she demonstrates the importance of releasing meaning-laden silent texts that are present in narratives. Sai Tzy Horng explores the historical roots of disability as negative ontology and argues for an awareness of the medicalization and mental hygiene movements that have supported our current conception of learning disabilities. Jodi MacQuarrie and Gillian Diane Smith argue for an ecological worldview in education through which individuals can develop a sense of self that is interconnected with the natural world to overcome ecological crisis and human feelings of alienation. Finally, Yi Huang and Yidan Zhu offer a compelling qualitative analysis of the importance of frames of reference for second language learners and demonstrate how these frames of reference develop in response to the learners' local communities.

Indeed, we have been fortunate to have the number and diversity of articles presented here and to have the opportunity to work with authors who are passionate about their work that offers a twist on conventional wisdom.

It has been an enormous pleasure to orchestrate the third edition of the SFU Educational Review together and we dearly hope that you enjoy reading it.

Warmly,

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