

## Editorial

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Dear Readers,

As your editorial team, we are proud to present to you the 2010 edition of the SFU Educational Review.

One purpose of the SFU Educational Journal is to create a scholarly, peer-reviewed journal that can act as a transitional space for graduate studies and academic publishing. As a transitional space it is what Bhabha refers to as a *liminal space* in which cultural identities are negotiated; the graduate student reviews the faculty member's article and recommends resubmission, reviewers offer differing theoretical and practical perspectives to inform author identification and students practice stating opinions, clarifying positions and establishing a voice. It was also a period of change amongst the editorial team as we went from part-time paid employees to volunteers and worked as a team rather than as a hierarchy. We broadened the journal's scope by soliciting and accepting submissions from those presenting at Education With/Out Borders but also from outside the conference. We were richly rewarded for this brave venture.

In the fourth year, we were also in a position to assess our accomplishments. To our delight, the SFU Ed Review has been the object of much attention in its short life! As of Fall 2010, articles from the first issue were downloaded 803 times, the second issued 1290 times, and the third issue 2458 times. This is a total 4451 downloads over 3 issues. This amounts to approximately 195 downloads for each published piece and should give future authors and editorial teams encouragement to weather the challenges of academic publishing.

Finally, with this issue, we felt that we really knew the meaning of collaboration. Any journal needs those willing to serve on an editorial team. It needs students and faculty who think it worthwhile not only to offer submissions but also, and just as importantly, to offer peer reviews. We take this opportunity to express deep appreciation for those who submitted and those who, under heavy workloads and severe time limitations, offered thoughtful and insightful reviews. It is clear that the reviewers took this task very seriously, and those who submitted gained much from these reviews. This issue therefore is an opportunity to enter a phase of reflexivity that is purposely directed towards renewal.

We are proud to present this issue to you.



installation art, Glen opens up a space of awareness where learners can question, engage, and conduct a dialogic relationship with their everyday world. According to Glen, performative inquiry in installation art allows one's to become aware of one's physical presence and the interconnectedness with one's context, thus allowing learners to deconstruct the dualisms that have "kept persons reduced to their minds" (p. 18). Glen argues that only through an educative process where learners can situate themselves as whole persons, thus as full participants within their learning and lived contexts, and where learners acknowledge that the spaces they inhabit are not static but are liminal, transitory, robust and full of possibilities, can a reflexive pedagogy emerge.

A reflexive pedagogy refers to a reflective and relational process engaging participants with their everyday lived contexts and experience. Such pedagogy is crucial to education as it acknowledges the relational constitution of learners. Furthermore, Glen contends that adopting a reflexive pedagogy recognizes the continuous and relational nature of dialogue. It is a well-timed reminder to educators in a time where learning is increasingly viewed as merely a means to an ends and where the dispositions of learners are increasingly understood as fixed and biologically constituted that educators cannot turn their backs to the situated, reflexive and dialogical nature of education.

As the SFU Educational Review seeks renewal for future issues we are proud that the SFU Educational Review has its following, that it is a source of collaboration, risk-taking, academic practice and in many ways, that it continues to be a source of transition as graduate work has been and shall continue to be.

Your SFU Educational Review team,

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