

LETTER FROM THE EDITORS

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Introduction

Dear SFU Educational Review readers,

As the editorial team of *SFU Educational Review*, we remain committed to reimagining what it means to write, publish, and engage in academic work in the field of education. In our previous issue, we reflected on the colonial legacies embedded within academic publishing and outlined a decolonial vision that prioritizes multiplicity, inclusivity, and care. This Summer Issue marks an important continuation of that vision, not only in what we publish, but also in how we engage with our community of authors, reviewers, and readers.

Over the past months, our team has deepened our editorial practices through sustained reflection and new forms of public engagement. First, we have intentionally cultivated a caring and responsive editorial environment, regularly reflecting on how our interactions with authors and reviewers can be spaces of mutual respect and support, particularly for emerging scholars. We believe that healing and justice in publishing are not abstract ideals but must be enacted through everyday editorial decisions. Second, we have also begun engaging with wider academic communities to share and refine our editorial practices and philosophy. For example, our team recently presented at the Canadian Society for the Study of Education's (CSSE) annual conference, a conversation we will revisit in greater detail later in this editorial. This represents our efforts to explore how open scholarship can foster togetherness, care, and healing in publishing. Third, we are currently organizing a community-centered symposium to be held later this year at Simon Fraser University, centered around the theme of *community-engaged research in education*. With this symposium, we hope to further extend the values of openness, solidarity, and relational accountability by creating a welcoming space for researchers, especially graduate students and early-career scholars, to share knowledge rooted in lived experience, cultural practice, and local relevance.

Across these efforts, our focus remains on reconfiguring academic publishing as a space of collective inquiry and ethical engagement, rather than competition and standardization. We continue to ask: *How can we center community, healing, and justice in the infrastructures of academic knowledge-making?*

In the sections that follow, we share a reflection on our participation in the CSSE 53rd annual conference, where we presented our vision for healing- and care-oriented publishing. We then introduce the pieces included in this issue which feature a wide range of voices, questions, and methodologies that contribute to ongoing conversations in education research. We conclude with a reaffirmation of our commitment to fostering inclusive, dialogic, and community-based knowledge-making.

Reporting from the Field

Over the Summer of 2025, our editorial team had the chance to present at the CSSE 53rd annual conference. Held at George Brown College in Toronto, Ontario, this year's congress

theme was ‘reframing togetherness’. We were delighted to present with the Canadian Association for Social Justice Education (CASJE) through a themed discussion entitled “Towards Open Scholarship: Reframing Togetherness in Academic Writing and Publishing”. Our time was guided by the central question: *How can we approach academic writing and publishing differently in the pursuit of decolonization?*

We contended that the process of decolonizing academic writing and publishing requires courage to embrace a messy process of un/becoming. At its core, this shift is characterized by unlearning dominant individualistic, neoliberal approaches to scholarship, embracing collective scholarship, and fostering community. Current challenges include the commercialization of academic publishing and the impacts of marketization and globalization on academia reproducing dominance in English and Western publishing norms (Curry & Lillis, 2018). Certain ways of knowing are then privileged, while others are marginalized or erased. Even these marginalized voices are expected to justify their significance and scholarly value by aligning with Western epistemological standards (Sugiharto, 2023).

By sharing how SFU Educational Review collectively moved towards open scholarship in our lived practices, our presentation explored how the many choices involved in the publishing process. From writing styles to review process, article selection to editorial role descriptions—we investigated aspects of journal organization and management could be re-envisioned to reshape writing and publishing practices for a more inclusive and decolonizing academic future. Being intentional with our day-to-day organizational decisions and structures, as well as reflecting on challenges that we have worked through as a group demonstrates our commitment to healing and justice in academic publishing. This remains at the core of who we are and how we respond to each other, our authors, reviewers, and community at large. We ended our presentation with an open discussion with our audience members. The following questions informed our dialogue: (a) How can we approach academic writing and publishing differently in the pursuit of decolonization and to pursue epistemic equity? (b) What are some examples you have seen in other journals? and (c) What ideas can we apply to SFU Educational Review?

As a journal that supports diverse forms of scholarships, the emerging nature of working with such a vast range of authors and ideas creates opportunities for us to meaningfully dialogue on what scholarship means for scholars at SFU and beyond. We took the time to sit with the insights and suggestions from our audience in subsequent team meetings to evaluate how we could continue moving towards cultivating this platform as space for dialogue, communal healing, and collaborative growth. To that end, it was an honour to have the opportunity to share our co-created reflections and lived practices on the theme of ‘reframing togetherness’ with the CSSE and CASJE community.

Overview of Articles

The Summer 2025 issue of the SFU Ed Review continues to offer a diverse range of scholarship that spotlights the varied nature of research in the field of education and are highlighted below.

Ruo-Han Wang offers a haunting reflection on the lives of four generations of women in her family, each living through the challenges presented by the transition from imperial China to the "New China" of today. Written as a final farewell to her grandmother, Ruo-Han honours her relatives by inviting us to witness the *brokenness* created in them by their lived sociocultural contexts. She illustrates how education can create and perpetuate this brokenness, but she also considers how the commitment to *seeing* this brokenness—in others, and in ourselves, too—can serve as an act of healing.

Using a theoretical framework of epigenetic consciousness, **Eli Davis** weaves together theory, science, and personal narrative in their work *Epigenetic consciousness: Understanding historical trauma, identity formation, and the path to transformational healing*. Davis outlines research on the impact of intergenerational trauma on genetic structures due to racism and proposes a path forward for healing through culturally relevant and mindful practices. The paper concludes with recommendations that advance trauma-informed policy and practice in the field of education.

In *A Meta-Meta-Ethnographic Review of Qualitative Synthesis in Education*, **Tsoghik Grigoryan** introduces a novel analytical approach that draws on agential realism, sociomateriality, and rhizomatic thinking to synthesize qualitative research across digital and physical contexts. The study reveals a dynamic interplay within meta-ethnographic scholarship, emphasizing the entangled relationships among institutions, pedagogy, and technology. These insights offer valuable implications for future research, policy development, and educational practice.

In *Social Media and Films as Drivers of Public Awareness on Human Trafficking in Southwest Nigeria*, **Adekunle Emmanuel Makanjuola** and **Mary Mojirade Ayantunji** examine how social media platforms and films shape public understanding of human trafficking. Using quantitative analysis, their study reveals weak correlations between passive media consumption and awareness levels, highlighting the need for stronger policy initiatives focused on critical media literacy. They conclude with recommendations for institutional policies and practices aimed at leveraging film and social media more effectively for public education.

Conclusion

As we bring this issue to a close, we return to the commitments that guide our work as a student-led editorial team: to foster spaces of openness, care, and collective reflection in academic publishing. The conversations and contributions featured in this issue echo our belief that scholarly writing is not merely a matter of format or output, but a deeply relational practice that requires attentiveness to voices, differences, and the ways we co-construct knowledge.

We invite you, our readers, to engage with the articles in this issue not only as finished pieces of research, but as ongoing invitations to think with, to question, and to feel. May your

reading be guided by curiosity, grounded in reflection, and open to the multiplicity of ways we write, know, and imagine together.

References

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