

LETTER FROM THE EDITOR

Dear SFU Educational Review Members,

As I sit down in my office to write this letter, I am reminded by the sounds, smells and sights of the end of a successful year for the journal. The feeling of collegial collaborations, accomplishments, and achievements runs strong through the SFU Ed Review Editorial Team. I have to say that I am proud to work with Jacky Barreiro and Daniel Ferraz on the Fall 2018 Issue for Ed Review. When we had our first official meeting as a team in February of 2018, we discussed many ideas about re-developing the journal to increase readership and provide a platform for graduate students in Education to publish their work for dissemination to the public. We have come far in such short months.

We had a record number of submissions for this issue from the field of Education, including arts, curriculum, philosophy, new materiality, and technology. We have contributions from authors and reviewers from our Simon Fraser University academic community, including national and international contributions.

For the first time in the history of SFU Ed Review, the journal extended an invitation to undergraduate students in the Faculty of Education to submit articles. We wanted to provide the experience of submitting an article, which included a double-blinded review process, applying constructive feedback from reviewers with expertise in a subject, and a final review by the editors. SFU Ed Review Journal was built with the mission to support authors in not only publishing their articles, but to also provide a supportive and collegial environment for writing and content development; an experience we felt would greatly benefit senior undergraduate students who intend to pursue graduate research work in the field of Education. In addition to providing detailed reviewer comments, we also offer advice and mentorship to every author who submits an article, about their writing concerns, which aligns with the journal's vision. We sympathize with authors who find the writing process challenging and overwhelming, and thus, we believe that by providing more comprehensive writing resources makes our journal unique.

As Editors, we appreciate the variety of scholarships and research, which are inherent in Education and we want to provide a platform where new emerging areas can be showcased. Our next publication will be a special issue focused on New Materiality, Posthumanism, or broadly speaking, Performative and Relational Ontologies. Briefly, this area of research has gained traction in the field of education; with theories such as post-structuralism, post-humanism, assemblage theory, affect theories, and post qualitative inquiry. This field challenges foundational assumptions about binaries of nature-society and subject-object to move towards an understanding of the world as in a continuous state of becoming. This special issue will be published in February 2019.

I would like to end this letter by acknowledging with gracious gratitude to all our reviewers who spent countless hours contributing their knowledge, understanding, and expertise to help our

authors explore new ideas and consider current ones. We would also like to extend a ‘thank you’ to the readers who explore our Fall 2018 issue to experience each author’s research through sight and sound and for staying with us as we continue to bring you new ideas from the field of Education. We welcome your comments on this issue.

A handwritten signature in black ink, appearing to read 'Poh Tan', with a horizontal line underneath.

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