

## Editorial Introduction

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This issue contains three articles from three different continents and countries: One from Nigeria, one from Japan, and one from Canada. Despite the differences in context, the articles and the two book reviews have something in common: they discuss and/or challenge contemporary trends in education. All of them also address, in one way or another, initiatives or approaches aiming at overcoming or tackling stereotypes and conventional ways in education: in the case of the first article from Nigeria, Olatunji challenges the stereotype of the difficult-to-teach large class and calls for constructive ways of tackling the issue; in the second article, David Rear offers a critique of the stereotype of the uncritical Asian student; and the third article by Meaghan Storey discusses the new B.C. curriculum, which reconsiders conventional ways of teaching and learning in schools.

In his article “Appraising English Language Teachers’ Self-Reports of Readiness to Manage Large Reading Comprehension Classes in Selected Secondary Schools in Ibadan, Nigeria,” Samson Olusola Olatunji reports on a research study he conducted with 98 English as a Second Language teachers in Ibadan, Nigeria. While the study focuses on teachers’ perceptions of large classes and their challenges in teaching reading comprehension in these classes, we also learn about the linguistic and societal context in Nigerian schools, where English is often the medium of instruction.

The second article by David Rear challenges the view commonly held about students from Asia that study at Western universities that they lack critical thinking skills. Drawing on a comprehensive review of the literature, Rear challenges that contention as a form of Othering Asian students. He argues that Asian students represent a culturally and socially diverse group that cannot be reduced to a stereotype. Rear discusses the vagueness of the “critical thinking” concept in both the humanities and the sciences. He suggests that much of what is perceived as lack of critical thinking is due to the challenges of Asian students studying in a foreign language.

The third article by Meaghan Storey addresses a much debated issue in Canada as a whole and in British Columbia specifically: the new school curriculum. As the new curriculum is being currently rolled out in B.C.’s school, this article will be of great interest to anyone who wants to learn more about the background and evolution of the new B.C. curriculum, which marks a shift to a more holistic learning approach. Storey traces the consultation process and the stages of development of the curriculum, paying particular attention to the importance given to social and emotional learning. While pointing out some challenges that in her view need to be addressed, Storey qualifies the new B.C. curriculum as a “positive, and progressive movement in education for the 21<sup>st</sup> century.”

This issue also contains two book reviews: *The Equity Myth: Racialization and Indigeneity at Canadian Universities* by Frances Henry et al., reviewed by Jade How, challenges the current discourse of Indigeneity and racial justice at Canadian universities. Jordan Long has reviewed *The Future of Leadership – An Explorative Study in Tomorrow’s Leadership Challenges*, edited by Daniela Eberhardt and Anna-Lena Majkovic, which investigates current “megatrends” in organizational management.

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