

Editorial Introduction

Maren Elfert and Lynette Shultz

We are particularly proud of the current issue of *Journal of Contemporary Issues in Education*, which includes eight fascinating articles, which, although they came together in this issue without previous planning and organization, have a common theme. All of them address, albeit from different perspectives, epistemic tensions or injustices and the need to expand our cognitive and ethical boundaries in a troubled world, in which many struggle to belong.

The first paper by Ghada Alatrash and the award-winning Syrian novelist Najat Abdul Samad introduces us the literary voices of Syrian poets and writers, with the aim to challenge the stereotypical image of Syrian refugees in Canada. While enhancing our understanding of the historical and contemporary complex identities of Syrians, the authors seem to be reflecting on a wider sense of belonging, loss and nostalgia in a world that has lost its way and no longer offers a home to many of us.

The second paper by Hager Ben Driss is also concerned with the sense of not belonging. Departing from her experience of teaching Kamila Shamsie's novel *Home Fire*, in which one of the protagonists is a jihadist, she applies Miranda Fricker's concept of epistemic injustice to an ethical confrontation with terrorism and jihadism. Her article offers an insight into her struggles to trespass the boundaries between the classroom and the outside world and expand the ethical horizon of her students.

The third paper by Jennifer Grace examines black male perceptions of their sense of belonging in U.S. public schools. Using a Critical Race framework, Grace's findings from her interviews with ten black males who had been expelled from schools, reveal that schools can be a hostile environment, where black males experience microaggressions, isolation, and verbal abuse.

Rebeca Heringer's paper tackles very similar issues from a philosophical perspective. Heringer shows the shortcomings of anti-oppressive pedagogies in welcoming "the Other", represented by Black refugee students in Canada. She revisits Kumashiro's (2000) anti-oppressive education through the lenses of post-structural philosophy and psychoanalytical approaches and proposes the ethics of hospitality as articulated in Derrida's and Ruitenberg's work as a necessary tenet of education.

In the next paper the authors Jeannie Kerr and Vanessa Andreotti propose the methodology of social cartography as an approach to teacher education that centers awareness of social-cultural commitments and assumptions, as well as historical context. Sharing a social cartography of teacher education research they have created, they illustrate the possibilities of social cartography for teacher education, which they consider an invitation to "forms of conversation that are...tentative, self-critical, and generative".

Adam Nir's study focuses on the implications of the "divided city" of Jerusalem for Arab school leaders in East Jerusalem. Interviews with public school principals leading East Jerusalem schools reveal that their daily reality is shaped by a constant struggle with constraints and opposing demands. Pedagogical knowledge and professional considerations come second as school leaders' ability to survive the limitations and obstacles of their

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professional reality in a city separated by a Wall mainly depends on their political skills and capabilities to maneuver among conflicting demands.

Albeit focusing on a very different context, Martin Percy's article also addresses the implications of a constraining environment, in this case marketized higher education, on teaching practices. Percy presents a case study of writing practices at a Business School at a new university in England. Based on interviews with academics and students and an examination of educational artifacts, he shows that the increasing marketisation of higher education with its emphasis on employable graduates favours the reproduction of institutional normative perspectives and writing practices. Students learn to conform to the values and culture of corporate institutions and are socialized to "think in a particular way."

The last paper by Tiffany Prete presents a study of the effects of the methods employed in Alberta to teach students about the Indigenous Peoples of Canada. Prete conducted a quantitative research study at an urban high school, which was framed by a Blackfoot theoretical framework. Her findings suggest that students who participated in the Aboriginal Studies 10 course had a more positive view of Indigenous Peoples than students who did not participate in the course.

We as editors have learned so much from these contributions, which we strongly recommend to your attention.

Our next regular issue will be published in the spring/early summer of 2021.

We would like to thank all our authors and reviewers, and we wish you Happy Holidays and a Happy New Year!

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