

The current issue of the *Journal of Contemporary Issues in Education* includes six articles and two book reviews. All of the articles grapple, in one way or another, with the impact of colonialism, in particular from an epistemic point of view, and describe developments, initiatives, pedagogies, and theoretical perspectives that aim to address structural, in particular epistemic, injustices related to colonialism.

Dolana Mogadime, in her paper “Living at the Margins: Black Feminist Pedagogy as Transformative Praxis During the 1980s–1990s and Epistemic Exclusion in the 21st Century—Where Do We Go Now?”, argues that, despite the important perspectives Black feminist pedagogy has brought to knowledge and pedagogy in the social sciences and humanities, it is experiencing “epistemic exclusion” in academia. Mogadime shows that the strength of Black feminist pedagogy is “rooted in historical Afrocentric traditional philosophical epistemology” and derives from the intersections of Black feminists’ activism in their communities, the women’s movement, and their work as educators in postsecondary settings, but has often been suppressed as it challenges White patriarchal power structures.

Ghada Alatrash’s essay, “Activating and Actualizing the Third Space in Syrian Diasporic Realities: An Autoethnographic Interpretation”, is based on an autoethnographic and co-constructing methodology, involving three Syrian refugee families living in Calgary, Canada. Drawing on postcolonial theorists such as Homi Bhabha and Edward Said, and weaving her own experiences as a Syrian refugee in Canada into her interpretation of the lived experiences of these families, she reflects on feelings of dislocation, displacement, loss, exile, identity, resilience and a desire for belonging. Alatrash highlights in particular the role of language, which represents a significant limitation and preoccupation for the peoples of the Syrian Diaspora; the importance of “third spaces” and “in-between” spaces that allow Syrian refugees to preserve their old cultural identity and celebrate their new one at the same time, and the invitation to Canadians to show openness to other ways of knowing the world, which is key to understanding one another.

Chaka Chaka, in her paper “English Language Learners, Labels, Purposes, Standard English, Whiteness, Deficit Views, and Unproblematic Framings: Toward Southern Decoloniality”, problematizes and critiques the way English language learners are constructed and negatively framed in terms of “raciolinguistic profiling”, for example by their race, skin color, nationality and immigrant/refugee status, in addition to their language abilities, and the way Standard English (SE) is appropriated “as the sole touchstone of acceptable English in the midst of the other varieties of SE and of pluriversal speakers of English”. From the perspective of Southern decoloniality, Chaka argues against associating English language learners with deficit views and calls for “a radical transformation and reframing” of English language learning, which is currently “misframed” according to the dictates of Standard English.

The article “Between the Tides: Developing an Indigenous-Informed Cultural Safety Training Impact Assessment Survey Tool for Post-Secondary Institutions on Vancouver Island, BC” by Paul Whitinui, Skip Dick, Billie Alan, Charlotte Loppie, Tara Erb, Rob Hancock, Rebecca Duerksen and Cortney Baldwin describes the early stages of an Indigenous-led, SSHRC-funded project on Vancouver Island aimed at developing an Indigenous cultural safety training impact assessment survey tool designed to help facilitators of Indigenous Cultural Safety Training (ICST) better assess the impact of cultural safety

training in post-secondary settings. Responding to the recommendations of the Truth and Reconciliation Commission, many post-secondary institutions are currently developing the capacity of their staff, faculty, administrators, and students to identify unconscious biases that perpetuate racist attitudes and behaviours. Cultural safety training is an anti-colonial approach aimed at identifying and addressing the structural forms of racial discrimination towards Indigenous Peoples in all areas of society. The survey tool developed by the group of collaborators aims to contribute to the capacity of post-secondary institutions to provide culturally-safe and inclusive environments for Indigenous Peoples. In line with the relational ways of knowing of Indigenous Peoples, the authors point out that the development of strong and authentic research relationships were instrumental for the research process.

Bob Spires' paper "Intersections between Human Trafficking and Education: Toward New Research Agendas", addresses the issue of human trafficking, which is strongly linked to colonial relations of exploitation and slavery. Spires offers an overview of the various connections between education and human trafficking, which in his view need to be made more explicit. Education is crucial for survivors of human trafficking, and it is relevant in anti-trafficking work for prevention, and can reduce vulnerability to trafficking and child labour. Education can further play an important role in awareness raising and informing the public about human trafficking. Spires also addresses counter-productive ways of the use of education in anti-human trafficking efforts and calls for more research on the intersections between the two fields.

Francisco Ricardo Miranda Pinto's article "How COVID-19 Has Exacerbated Inequality in Higher Education in Brazil", examines the impact of COVID-19 on the access and retention of low-income Brazilian students in higher education in Brazil. Pinto argues that the COVID-19 crisis has exacerbated issues of access to and retention in higher education in Brazil whose education system, ever since the country emerged from its colonial status in the nineteenth century, has been characterized by social stratification favouring the elite. Pinto argues that legal measures are urgently required to improve access to and retention in higher education for socially disadvantaged students, as well as improved public policies for the financing of private higher education.

The issue also includes two book reviews: Yisu Zhou reviewed *Disputing Discipline: Child Protection, Punishment, and Piety in Zanzibar Schools* by Franziska Fay, and Karen Krier reviewed *Make the Move to K-12 Online Teaching: Research-Based Strategies and Practices* by Kerry Rice.

The next regular issue will be published in the spring of 2022. The fall issue 2022 will be a special issue, titled "Towards a SoTL Embracing Critical Southern Paradigms and Frameworks in Higher Education: Curriculum Innovations, Flexible Pedagogies, and Teaching and Learning Support Technologies from a Global South", guest edited by Chaka Chaka, Sibusiso Clifford Ndlangamandla and Dumisile Mkhize, University of South Africa.

We always welcome special issue proposals and book reviews.

We wish you Happy Holidays and a Happy New Year!

Maren Elfert and Lynette Shultz