# Editorial Introduction

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Our summer issue comprises six articles. While they cover a range of themes, they all engage with structural exclusions of educational institutions. We open with the article "Karihwaientáhkwen: Conceptualizing Morality in Indigenous Consciousness," by Frank Deer and Rebeca Heringer. In the context of many Canadian educational institutions' engagements with Indigenous history, experiences, and knowledge, Deer and Heringer discuss Indigenous conceptions of morality. Their study reveals that morality is one of the essential elements of the knowledge systems of Indigenous people. The authors argue that universities and colleges have a great deal to learn from this moral knowledge about how they can support Indigenous members of their communities and beyond.

The second article, "Weaving Indigenous Knowledges Into the Classroom as a Tool to Combat Racism," by Patricia Danyluk and 16 colleagues involved in teacher education programs in universities and colleges in the Canadian province of Alberta, also addresses the contribution of Indigenous perspectives to higher education in Canada. A survey conducted with two hundred and forty-seven non-Indigenous and Indigenous teachers, and interviews with another 30 participants about their experiences weaving Indigenous knowledges into their classrooms – a requirement included in Alberta's *Teaching Quality Standard*, revealed that the

integration of Indigenous knowledges acts as a tool to combat racism against Indigenous Peoples. The article also discusses the persistence of a problematic multicultural perspective that prevents some teachers from "understanding the unique nature of racism against Indigenous Peoples."

The next two contributions offer insights from South African scholars. The article, "African Migrant Learners' Experiences of Xenophobia in South Africa," by Jude Ifeanyichukwu Nnadozie and Pholoho Justice Morojele, investigates the schooling experiences of migrant learners from the Democratic Republic of Congo and Zimbabwe within three South African schools. Drawing on interviews and photovoice methodology, the findings "reveal complex and pervasive dynamics of xenophobia," resulting in mistreatment of migrant students. As a consequence of their findings, the authors recommend further research and awareness-raising programs and school-based initiatives to combat xenophobia against migrants in South African schools. The article, "The Role of Principals in Enhancing Teacher Well-being in Schools in Rural Communities," by Siphokazi Kwatubana, examines the role of teachers and school managers in the well-being of teachers in rural communities in South Africa. While there is a growth of research on that topic in South Africa, this study provides a novel aspect by focusing on the role school principals and leaders play in creating a healthy work environment for teachers. An unexpected finding of the study is the importance attributed by teachers to green outdoor spaces, trees, flowers, and plants in and around the school.

The fifth article, "Support Services at a Francophone University in Quebec: Contrasting Viewpoints of Chinese International Students and University Professionals," by Roberta Soares, Marie-Odile Magnon, Yifan Liu, and Fabiola Melo, presents a research study that draws on interviews conducted with students and university professionals to explore their views of the services offered to them at a francophone university in Montreal, Canada. While the Chinese international students focused on the lack of support received, the university professionals emphasized the importance of welcoming and integrating students and the challenges they encountered in providing these services.

The sixth article, "Capitalizing Networked Learning: Connectivism, Multiliteracies and the Architectonics of Pedagogy," by Jeremy Dennis, critically reflects on connectivism as a theory of learning in the digital age. Departing from the paradox that many educators have embraced connectivism despite the lack of research, "philosophical substantiation" and the behaviorist underpinnings of that theory of learning, Dennis advances a pedagogy of multiliteracies based on architectonic concepts inspired by the dialogic philosophy of Mikhail Bakhtin.

In terms of journal business, we are happy to report that Bathseba Opini, Associate Professor at the Department of Educational Studies at the University of British Columbia, has joined the team of Managing Editors, joining Maren Elfert, Carrie Karsgaard and Lynette Shultz. We would also like to draw the reader's attention to the new look of the journal – many thanks to Nathan Karsgaard for the design. Finally, we thank our reviewers, without whom we could not publish this journal, and the colleagues at the Library Publishing team of the University of Alberta for their ongoing support.