



Critical Questions in Education: Volume 13, Issue 1

January 23, 2022

Hi Friends of the Academy,

Firstly, Happy New Year! My fingers are crossed this one will finally see the end of the COVID-19 pandemic.

Though the pandemic is still with us, we are forging ahead with our spring conference in beautiful Charleston South Carolina February 21-23. We hope to see a big crowd for some engaging conversations.

And so, we close out our 13th year of Critical Questions in Education with four interesting and engaging manuscripts. Will McCorkle starts us out reporting on a quantitative study he conducted on Teacher views on citizenship, including their perspectives on deportation, DACA, and citizenship Pathways. You may be surprised at what he found. Closely connected to McCorkle's discussion, the second manuscript of this issue reports on another quantitative study designed to measure *The Mediating Role of Cultural Intelligence in the Relationship between Social Justice and Global Citizenship*. I've often been struck by how issue articles can and do "speak" to one another. That is certainly the case with these first two manuscripts.

Denise Cunningham, in the third piece of Volume 13, Issue 1, helps the reader understand the essential importance that Symbolic Representations play in early childhood development. She approaches the question through an analysis of block play, picture drawing and emergent literacy. Finally, Benedict Adams brings us back to a discussion of social justice—from a qualitative research approach. Utilizing a four Seasons ethnographic methodology, Benedict explains how pre-service teacher candidates might be transformed in their understandings of social justice and diversity.

Again, we hope to see everyone in Charleston...and, once again, a toast to 2022!

Happy reading.

PAX,

Eric C. Sheffield, Editor
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