



## *Critical Questions in Education: Volume 13, Issue 3*

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Hi Friends of the Academy,

Volume 13, Issue 3 of *CQIE* is now published! The regular readers of this issue will note a couple of changes: this completes our first full year of publishing three regular issues of each volume. We have also moved to publishing five manuscripts in each issue—"but wait," you say, there are six manuscripts in this issue! That is correct. We were in need of "catching up" in this one as we've had an uptick in both the quantity of submissions and the quality of submissions. Not a bad problem to have.

The first two manuscripts in Volume 13, Issue 3 are directly related to the Covid pandemic. Pearman, Chang, and McLean report on a study conducted with college freshman and their Covid educational experiences. Olha Ketsman follows that up with a mixed methods study on the impact of blended learning approaches to teaching. Our third article, penned by Renee Moran and colleagues, reports findings on Common Core's impact on teacher belief and action. Novakowski, Uhrmacher, and Tinkler provide an updated theoretical perspective (and practical classroom implications) on teaching about monuments and their recent removals around the country.

Our fifth manuscript returns to our new brave world of online learning. Gülçin Zeybek reports on her study in Turkey wherein she examined the correlation between computational thinking skill level and "online self-regulated learning." Our final regular manuscript, by Cheryl D. Ching, utilizes a "sensemaking" framework to examine power and politics at a community college. We close this issue with a review of Will Bunch's recent book, *After the Ivory Tower Falls: How College Broke the American Dream and Blew up our Politics—and how to Fix it* by Jeffrey Frenkiewicz.

I hope those of you going to Denver enjoy your time there and come away refreshed and with some new ideas. And, don't forget San Diego at the end of February!

Happy reading.

PAX,

Eric C. Sheffield, Editor  
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