



Critical Questions in Education: Volume 16, Issue 2

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Readers of *CQIE*,

Volume 16, Issue 2 of *CQIE* is a wrap.

As per usual, a quick update on all things AES. The Academy has entered a time of transition—one we've often looked toward—and one that is now upon us. Our gathering in Savannah this past February marked our 21st year and as time marches on for the Academy, so it does for the original academy founders. As we move toward the next generation of AES leadership, I am happy to introduce new board members Cory Glenn, Amy Van Vuren, Annie Watson, and Brian Yontz. Welcome aboard! Another transition is that, for the time being, we are moving back to only one national gathering a year. Our next stop, San Diego, February 9-11.

I think you will find *Volume 16, Issue 2* does not disappoint. Our first manuscript, penned by Vanessa Winn and Chloe Bolyard, reports on research conducted via a book club pondering activist memoirs. Winn and Bolyard's research focused on how such reading might impact the important matter of teacher positionalities. Following Winn and Bolyard, Katherine Alford and Jeanette Winters zero in on issues of self-efficacy for both pre-service and practicing teachers. Utilizing a mixed-methods research approach, they report strong similarities between both groups when it comes to factors impacting self-efficacy. Our third manuscript takes up the matter of "grit" and suggests that it is certainly not the silver bullet many think it is. Using a quantitative methodology, Deborah O'Brien and Elaine Radmer report their insightful findings on how grit impacts deficit ideologies and labeling.

In our fourth piece, Ching-Wen Chang, utilizing descriptive statistics, explains the success of 1:1 faculty/student meetings as part of a required orientation course, focusing specifically on first generation college students. We close out the regular manuscripts of this issue with a conceptual and historical analysis of the emergence of pedagogy in Ancient Greece by Jeremy Dennis. Dennis relies on Foucault's theory of surveillance for much of his analysis and argues that pedagogy in Ancient Greece was an antecedent to fugitive pedagogy. Finally, Andrew Rabanal closes out *Volume 16, Issue 2* with a review of Neil Hooley's *Pragmatist Philosophy for Critical Knowledge, Learning and Consciousness: A New Epistemological Framework for Education*

As always, Happy Reading!

PAX,

Eric C. Sheffield, Editor
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