



## *Critical Questions in Education: Volume 17, Issue 2*

June 15, 2026

Readers of *CQIE*,

Welcome to Volume 17, Issue 2 of *Critical Questions in Education*. I think you will find this issue to be thought-provoking and insightful—per usual. Before getting to those specifics, there are a few Academy announcements I'd like to share.

AES Director, Steve Jones, has officially retired from Missouri State University after decades of service to his students, the community, and the university—congratulations Steve! He will remain at the helm of the Academy for the time being as we look to transition to new leadership over the coming months and years. I had the opportunity to visit with Steve and Jackie in Springfield over the Memorial Day Weekend. That visit brought back some great MSU memories, including the day he came to my office “with an idea.” That idea has flourished beyond what either of us could have imagined over these twenty years. Steve’s “idea” has been one of the most important endeavors I’ve been involved with since entering higher education in 2003. Thank you, Steve, for bringing me along.

On another transition matter, it is with some bitter-sweetness that I’ve decided to step away from the Academy editorial work. After seventeen years, my editorial “chops” are wearing thin. Steve has identified a potential new editorial team and I will be working with them to take over both *Critical Questions in Education* and *Thresholds in Education*. Our goal: to continue publishing quality manuscripts and quality theme issues. More to come on that in our October issue.

Volume 17, Issue 2 begins with an incredibly interesting discussion of what Sonja Varbelow and Bill Yaworsky call “Truth Decay” and its relationship to educating in a democracy. More particularly, Sonja and Bill take up an analysis of schismogenesis and censorship in this regard. Following Varbelow and Yaworsky, Melody Armour navigates her readers through what she describes as the moral obligation to prepare future educators to include culturally responsive pedagogies in their future classrooms and schools. Armour’s piece is followed by a study looking into the impact of an extended Service-Learning experience on the sense of belonging among STEM preservice teachers. Michael Dentzau and his colleagues see great potential in such experiences.

The fourth article in this issue, penned by Sarah Straub and Christina Tometchko, reports on Christina’s experience “looping” with students for seven years—that is, teaching the same group for that extended time period—and its impact on teaching and learning. In the final manuscript, Habib Badawi and Taufikin Taufikin provide an analysis of how Japan’s comprehensive humanities curriculum (Rekishī Sōgō—Comprehensive History and Chiri Sōgō—Comprehensive Geography) might foster critical thinking skills. Finally, Volume 17, Issue 1 closes with a review of Anindya Kundu’s *Transforming Educational Leadership: Non-Traditional Narratives to Promote Equity in Uncertain Times* by Dennis Assiam.

And, as always, Happy Reading!

PAX,

Eric C. Sheffield, Editor