Journal of Contemporary Issues in Education

Editorial Introduction

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The six papers included in this issue address hierarchical and hegemonic knowledge production and relationships, and how colonial legacies continue to shape relationships of power. The paper by Chaka Chaka sets the stage by investigating the geopolitics of knowledge production in the field of applied English language studies (AELS) by looking at a range of criteria that serve as epistemic gate-keeping mechanisms for the journal *Applied Linguistics* (*AL*), one of the leading journals of the field. Chaka finds that AELS is dominated by Eurocentric notions of native speakerism and monolingualism that do not take into consideration the complex language dynamics of "translanguaging" and transknowledging characteristic of language learners of the Global South. He argues for the need to decolonize the field by drawing on the perspective of two-eyed seeing, a concept borrowed from the from the Indigenous language of the *Mi'kmaw*, and critical Southern decoloniality.

The following article by Marwa Younes and Leticia Nadler Gomez also draws attention to knowledge production beyond Euro-western frames by critically discussing the reflection paper, "Learning to become with the world: Education for future survival" (CWRC, 2020), published by UNESCO in 2020 as a contribution to UNESCO's work on Education for Sustainable Development (ESD) and the future of education. Drawing on Carol Bacchi's "What's the problem represented to be?" approach, Younes and Gomez reveal the report's silencing of key aspects of knowledge production, namely, the "non-Euro-Western collective of humans, knowledge, and discourses, and not acknowledging…the influence of Indigenous ways of knowing, learning, and teaching." They criticize the report's emphasis on education as the "saviour" without considering broader societal structures as well as the homogenized picture it presents of humans that leaves the question of responsibility unproblematized. In their view, the CWRC paper represents "an idealistic, postmodern aberration that fails to be practical by ignoring human complexities and diversity."

Moving away from the macro-level of knowledge production in academic fields and global policy debates, the next contributions focus on institutional relationships. The paper by Bathseba Opini and Annette Henry presents findings from a research study that examined the mentoring experiences of predominantly international Black graduate students in a Faculty of Education in Western Canada between 2010 and 2020. Drawing on interviews, the study sheds light on how university programs "continue to be shaped by colonial and White supremacist institutional structures" that disadvantage Black graduate students. Opini and Henry find that the mentorship needs of Black graduate students go beyond the usual supervisor relationship, and that universities need to pay greater attention to meeting those needs. The authors conclude with a series of recommendations, allowing for the creation of "culturally responsive and sustaining mentorship structures capable of addressing systemic barriers" faced by Black students.

The paper by Smart Chukwu and Keith D. Walker also addresses the relationship between graduate students and their supervisors. Chukwu and Walker present a conceptual framework for analysing this relationship, which is so critical for students' success and well-being yet is charged with current complexities such as increased remote supervision. The authors examine the various roles and responsibilities that characterize this relationship and the approaches taken, from more authoritarian faculty-led to collaborative mentoring approaches. They argue that a community spirit is important for encouraging students to seek support and

tackle the challenges of graduate education. The article can be useful for university administrators and policymakers to create policies and conditions that can strengthen graduate student-advisor relationships.

The paper by Dickson Adom and colleagues presents a study on the effect of Universal Design for Learning (UDL) on the learning experience of students taking a History of Global Art course in Ghana. The authors find that the inclusive classroom climate, collaborative tasks such as group projects and class presentations, assessment options and interactive activities greatly contribute to enhancing the motivation of students, strengthening their role as active participants in their learning experiences, improving the relationship between the instructor and the students, and enhancing the motivation of students to learn.

Moving from higher education to schools, Lorenzetti and Johnson's study examines the connection between teachers' implicit attitudes and their expectations around Black students' behaviour in the United States. The research aims at exploring teacher education students' racial attitudes, which may affect their expectations of students' behavior and may translate into behaviors toward students in the classroom that in turn affect students' learning. Drawing on survey research informed by attribution theory, the study finds that teacher education students are "more likely to assign internal causality and controllability to Black students than to White students." Given the predominantly White and often homogenous background of public school teachers in the US and elsewhere, these findings have implications for teacher preparation programs.

Our next issue will be a special issue in Honour and Memory of Professor Michael Marker, titled "Indigenous Historiographies, Place, and Memory in Decolonizing Educational Research, Policy, and Pedagogic Praxis."

Finally, we have the pleasure of announcing that Carrie Karsgaard has taken over the role as managing editor alongside Maren Elfert. Lynette Shultz stays on the editorial team as associate editor.