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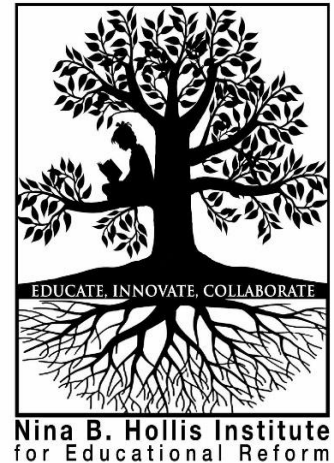
***Voices of Reform: Educational Research to
Inform and Reform***

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Voices of Reform: Editor Statement

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Voices of Reform: Editor Statement

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In the words from one of my favorite bands of all-time, the Grateful Dead, “What a long, strange, trip, it’s been!” As we finally may be rounding the corner on COVID-19, conferences are opening back up to face-to-face, and journal submissions are finally occurring again, which has led to a surge of interest once again in our journal. We are excited to present the following six articles and book review in our yearly issue. Also, I would like to extend a personal thank you to two of our authors, Jung Ah-Choi and E. Scott Holcomb. Because we needed a full issue to publish, these willing and kind authors waited 10 months for their articles to finally go to press. Based on initial submissions, we are planning two issues for 2022, barring another pandemic or life-altering event.

Our first article from Jung-Ah Choi offers discourse on race and its impact on the professoriate. In *Shared Authority and Epistemological Struggles: Tales of Three Racial Groups of Professors*, Choi explores the dynamics of class discussions over race relations using pedagogy of positionality. This article offers new perspectives that can help reform education or serve as a guide for new professors entering academia.

Next, Sheryl Croft and David Buckman investigate how school and principal characteristics influence the alignment of contemporary leaders’ beliefs with African American principals’ beliefs working during the pre-Brown vs Board era. This article has implications for schools related to climate and culture, as well as creating student-centered learning environments.

Frequent contributors to our journal David DeJong, Susan Curtin, Derrick Robinson, and Jared Cook offer an article on administrator training using video-based simulation, a growing trend among educational leadership preparation programs. The University of Central Florida has begun using this model in their educator preparation programs, which could indicate a new trend across the United States and the world of video-based simulations to help train future teachers and future leaders.

Our journal seeks articles with depth, rigor, and submissions that could come with controversy. In *Not Allowing a Good Crisis to Go to Waste*, authors Rich Haglund and Spencer Weiler provide suggestions to change education by focusing on better use of facilities, time management, and funding, based on changes that have been made to the education system in response to COVID. Their article is poignant and forces readers to think about COVID from a financial perspective.

We then move away from direct discussion of COVID-19 to an article that has implications for how classrooms have changed due to COVID-19. T. Scott Holcomb offers discussion on previous research on flipped classrooms and provides implications for future use. With flipped classrooms becoming more and more popular, Holcomb's article could provide guidelines for teachers both in P-12 and in higher education.

Our last traditional article in this issue comes from Kathy Stovall and W. Kyle Ingle. Stovall and Ingle examine the perspective of refugee parents who choose to enroll their children in U.S. preschools. The importance of community involvement and educator support is discussed to provide equitable opportunities for this vulnerable population.

We end with a book review from Gina Calbeto, an Educational Leadership student at Florida Gulf Coast University. Gina reviews Ibram X. Kendi's *How to be an Antiracist* (2019). The distinguishing topic that Gina discusses in her review is the difference between "not racist" and "antiracist," which is important to provide responsive actions in the face of racist actions.

We are extremely excited for this issue and hope you enjoy it as much as we have. We welcome your submissions for upcoming issues, and welcome any questions for our editorial board or for our authors.

Dr. Lou L. Sabina

Editor-in-Chief

Voices of Reform