

## Editorial Introduction

Maren Elfert et Lynette Shultz

Volume 17, numéro 1, 2022

URI : <https://id.erudit.org/iderudit/1091130ar>

DOI : <https://doi.org/10.20355/jcie29509>

[Aller au sommaire du numéro](#)

Éditeur(s)

University of Alberta

ISSN

1718-4770 (numérique)

[Découvrir la revue](#)

Citer ce document

Elfert, M. & Shultz, L. (2022). Editorial Introduction. *Journal of Contemporary Issues in Education*, 17(1), 1-1. <https://doi.org/10.20355/jcie29509>

© Maren Elfert, Lynette Shultz, 2022



Cet article est protégé par la loi sur le droit d'auteur. L'utilisation des services d'Érudit (y compris la reproduction) est assujettie à sa politique d'utilisation que vous pouvez consulter en ligne.

<https://apropos.erudit.org/fr/usagers/politique-dutilisation/>

The logo for Érudit, featuring the word 'Érudit' in a bold, red, sans-serif font.

Cet article est diffusé et préservé par Érudit.

Érudit est un consortium interuniversitaire sans but lucratif composé de l'Université de Montréal, l'Université Laval et l'Université du Québec à Montréal. Il a pour mission la promotion et la valorisation de la recherche.

<https://www.erudit.org/fr/>

## **Editorial Introduction**

### **Maren Elfert and Lynette Shultz**

The current issue of the *Journal of Contemporary Issues in Education* includes three articles and two reviews. The first article, “The Connection of Education for Sustainable Development and Language in African Educational Institutions – A Systematic Literature Review” by Nico Ulmer and Kerstin Wydra represents a systematic literature review on the connection of Education for Sustainable Development (ESD) and language in Africa – described by Brock-Utne (2014, p. 4) as “the most important and least appreciated issue” in education. The review reveals that the scholarly literature emphasizes the importance of indigenous knowledge systems and languages for the implementation of the Sustainable Development Goals and the need to make African languages an integral part of curricula and developmental agendas. Ulmer and Wydra also propose further areas of research for this underresearched yet critical aspect of the Sustainable Development agenda.

The second article, “Speech Perspectives of Muslim and Minority Canadian Youth on Hate Speech and Social Media” by Adeela Arshad-Ayaz, M. Ayaz Naseem and Hedia Hizaoui aims at shedding light on how hate speech on social media contributes to the marginalization of already vulnerable groups, in particular Muslim youth. Drawing on interviews with 25 youth who self-identified as victims of hate speech, the authors find that “the consequences on the mental and physical well-being of the victims manifest in problems that range from alienation, identity issues, and deterioration of mental and physical health, to cyber and in-person bullying.” The authors conclude with recommendations for more research on how education can be used to mitigate such effects.

The article “Problematizing Access to Higher Education for Refugee and Globally Displaced Students: What’s the Problem Represented to Be in Canadian University Responses to Syrian, Afghan and Ukrainian Crises?” by Melody Viczko and Renata Matsumoto takes a critical look at Ontario’s universities’ responses to Canadian government initiatives to crises in Syria, Afghanistan and Ukraine in terms of access to higher education for refugee and globally displaced people. These responses reflect how deeply intertwined universities are with the political activities of nation states. Problem representations that focus on the lack of resources and initiatives for “globally displaced people” contribute to the “continual forming and reforming of boundaries of inclusion and exclusion that perpetuate colonial and racist hierarchies”.

Finally, the issue contains a book review by Rania Sawalhi of *Decolonizing Educational Leadership: Exploring Alternative Approaches to Leading Schools*, by Ann E. Lopez, and a book review by Annmarie Noonan of *Self-regulation of Education* by Jeffrey A. Greene.

Our next issue will be a special issue on “Towards a SoTL Embracing Critical Southern Paradigms and Frameworks in Higher Education: Curriculum Innovations, Flexible Pedagogies, and Teaching and Learning Support Technologies from a Global South,” guest-edited by Chaka Chaka, Sibusiso Clifford Ndlangamandla and Dumisile Mkhize, University of South Africa.