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Reason, Rhythm & Rhyme: Stepping Out of the
Shadows of COVID-19*

Article 1

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Overview: From the Desk of the Guest Editor

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Overview: From the Desk of the Guest Editor

The paradox of education as a profession is that it attracts people with visions into a system designed to frustrate those visions. ... Love of subject and children impelled these people into the profession, and it is precisely what is driving them out of it or underground. ... Experienced teachers do not talk about visions; it is too painful. Like soldiers at the front, we have learned to assume a flippant and hardened attitude. ... So it is not that we are either shiftless or stupid that keeps us silent about visions. It is that we are tired—tired of being powerless pawns in a system that treats us either with indifference or disdain. ... Take a look at the working world of the insider. You will find that it is not an atmosphere that nourishes visions. Though we teachers are numerous, we are virtually powerless. We affect none of the key elements in our working lives.

Patricia M. Dombart. (1985). The vision of an insider: A practitioner's view. *Educational Leadership*, 43, 71.

In Retrospect

When I first read Dombart's quote, I was working as a research assistant to the editor of the *Journal of Curriculum and Supervision* in my first year of doctoral studies. I was struck by the clarity with which Dombart had described a feeling that was foreign to me in my six years of public school teaching. It was not a feeling of powerlessness that had driven me to doctoral studies; quite the opposite. I loved teaching and seeing the changes I was making in the lives of my high school students, but I wanted to impact education on a bigger

scale. I wanted to research; I wanted to write about education; I wanted to empower more teachers, to change the lives of more students.

Dombart's view was being quoted by Grimmett in his article in the fall 1987 issue of the *Journal of Curriculum and Supervision*. My job was to verify all citations and quotations. In the 1980s, the task required hours in the stacks at Pattee Library on the Penn State, University Park Campus. I liked working on publications, and the content I reviewed helped me build my professional knowledge; and since the library was open 24/7, I could go there after my classes and meetings and work through the late-night hours.

On one such evening, while checking quotes, citations, and references in Grimmett's article for citation accuracy, I pondered the Dombart quote. For the last 10 years, I had kept one foot planted in higher education while the other foot walked in public education. I loved learning, and I loved teaching. I decided the difference between Dombart's perceptions and mine must have something to do with my love of learning and passion for teaching. I was not powerless in my profession, and so I dismissed the description. Such were my thoughts, at least, in the late 1980s.

In Critical Awareness

In my first year of doctoral studies, my work as a research assistant to the editor of an educational journal would significantly impact my knowledge base and my career. But it would be another learning experience that would forever imprint my personal worldview and my pedagogy. Dr. Jim Nolan introduced our doctoral cohort to a deep dive into the life and work of Paulo Freire. We met at Nolan's home, just off campus, and we hunkered around his living room furniture and floor one night a week for

enrichment all through a fall and winter, not a class, but a group of doctoral candidates and interested faculty who were there to comprehend Freire's (1970/1986) *Pedagogy of the Oppressed*, to grapple with *liberatory pedagogy* as a mutual engagement in the learning and liberatory process. As Freire wrote:

One of the gravest obstacles to the achievement of liberation is that oppressive reality absorbs those within it and thereby acts to submerge men's consciousness [a concept Freire credited to José Luiz Fiori in a detailed footnote]. Functionally, oppression is domesticating. To no longer be prey to its force, one must emerge from it and turn upon it. This can be done only by means of the *praxis: reflection and action upon the world in order to transform it* [emphasis added]. (p. 36)

Freire's description of *praxis* cemented my conviction that teaching was about empowering. Before studying Freire, it was as though I was stumbling through cultural fog and falling into meaningful teaching<~>learning experiences, but often without certainty about why the experiences were successful. Missing was Freire's critical reflection and critical action, his *conscientização* (p. 101).

Before Freire, falling into meaningful teaching<~>learning experiences was because I had comprehended how to reach toward students and create meaningful learning environments; what had not become clear to me until I studied Freire, was the need "to situate learning in the students' cultures—their literacy, their themes, their present cognitive and affective levels, their aspirations, their daily lives" (Shor, 1987, p. 24). The learning process was embarrassingly painful for me when the meaning was driven deep into my critical

consciousness as I attempted to replicate a successful learning unit the same way I had implemented it with a previous cohort. But the new cohort was different, and the unit failed. I would not understand the failure until doctoral study. Then, I grasped the need to employ ethnography and cultural anthropology in my curriculum planning to better understand my students, to comprehend their stories (see "The Stories of Our Students" and "Understanding Our Students' Stories" in Clips & Captions in Huber, 2002, pp. 13–23). Mary Pipher (2006) reinforced my vision of meaningful teaching<~>learning experiences in her "I Am From" poem (pp. 33–34). I was fortunate to read Pipher's book just after it was published in 2006. Since then, my students' start each course with their *I-am-from stories* and share their *where-I-am-going individuality*. I would never again be able to teach the same lesson, let alone the same unit—not if I was to "situate learning in the students' cultures—their literacy, their themes, their present cognitive and affective levels, their aspirations, their daily lives" (Shor, 1987, p. 24).

I somehow knew to situate learning within the students, perhaps from Elliot W. Eisner's (1979)¹ *The Educational Imagination* in which he cautioned that the "culture one is immersed in is often the most difficult to see" (p. 80), a close cousin to Freire's concept of the pedagogical twins, critical reflection and critical action. But while Freire had initially been working with adult literacy learning for the impoverished people of Brazil, Eisner was concerned because students in America were immersed in schools and school culture for many years of their lives, but perhaps without learning what they should. So, while Freire taught basic literacy so people could learn to read words and learn the world, Eisner (1985) challenged,

What, for example, do we mean by learning to read? Do we mean the ability to read literature or simply to read utility bills? Do we want children to read *between the lines*, to grasp the meaning of metaphor and connotation, or are we simply interested in decoding? Is wanting to read as important as being able to read? (p. 2)

Freire's liberatory pedagogy spoke to my soul; Eisner's arts-based analysis of curriculum and school programs shaped my educational vision. They *empowered* me.

As a young teacher, I worked diligently to determine the explicit, the implicit, and the null curricula (Eisner, 1970, pp. 74–92) because I absorbed Eisner's contention that all schools teach all three, even if the words are never uttered or defined. What Eisner did that, perhaps, most helped me walk across the pedagogical bridge to Freire was introduce potent examples of *educational criticism* in his second edition in 1985. I would not only recognize Barbara Porro's (in Eisner, 1985) Bob, the side-lawner in "Playing the School System: The Low Achiever's Game" (pp. 256–274), but I would also in my later career as a teacher educator, study the book with my site-based graduate students. They recognized him, too! During those two years, Bob, the side-lawner and his descriptions of "The Outside Game and The Inside Game" (pp. 257–269) and "Pretend School and Real School" (pp. 261–269) all became reference points in our discussions and coded observations of education, teaching, and learning. We not only *each* seemed to know a "Bob, the side-lawner," but also we could shine a bright light on how he (or *she*, whom we called Bobbie) evolved to that position in high school. Teachers were as much a part of the game as the students.

My graduate students and I also identified *Don Forrister teachers* based in

Thomas Barone's "Things of Use and Things of Beauty: The Story of the Swain County High School Arts Program" (Eisner, 1985, pp. 275–295)². Sadly, we knew many more side-lawner students than we knew Forrister teachers. Several of my graduate students paparazzi-style *trapped* Professor Barone in an elevator at the first American Educational Research Association (AERA) Arts-Based Educational Research (ABER) Conference, in Albuquerque, New Mexico, in Spring 2000. By the end of the conference, I think all 10 had captured his signature on his chapter in *The Educational Imagination* (Eisner, 1994). As the graduates worked on their own ABER theses, they evidenced Freire's tenet that their

ontological vocation (as [Freire] calls it) is to be a Subject who acts upon and transforms his world, and in so doing moves towards ever new possibilities of fuller and richer life individually and collectively. This *world* to which he relates is not a static and closed order, a *given* reality which man must accept and to which he must adjust; rather, it is a problem to be worked on and solved. ... As Freire puts it, each man wins back his right to *say his own word*, to *name the world*. (Shaull, 1986, pp. 12–13)

Graduate study, grounded in critical consciousness, empowers educators "to participate in the transformation of their world" (Shaull, 1986, p. 15).

In Reflection

Because I have been a teacher educator since summer 1990, I *know* teachers are not powerless. From researching case studies in culturally responsible pedagogy (Huber, 1990, 1992; Huber, et al., 1992) to

developing quality learning experiences *with* teachers and *for* teachers (Huber, 2002), I have a lifetime of up-close and personal experiences in classrooms with audiotape and videotape and, more recently, full-capture during virtual class meetings. I marveled at Jeannie's passion to engage parents in family storybook reading in low-literacy level homes (Parscal, 1996); Johnnie's commitment to fund his own three sons' higher education through third-shift work to first earn his teaching degree and then lead the English program in the high school in committing to reflective personal codes the seniors posted *to live up to* as they mentored the younger high school students (Knapp & Huber, 2002). In a very different *alternative* high school setting, one with armed guards, Judy's steady commitment and calming voice in art engagements helped youth calm their rage and develop anger management strategies (Groves & Huber, 2003). I have seen the faces light up in the ah-ha moments teachers create with their students and the delight in students' happiness in those teachable moments where teacher and student are in *flow*, what Mihaly Csikszentmihalyi (1997) has described as "the quality of experience as a function of the relationship between challenges and skills. ... Flow occurs when both experiences are high" (p. 31; see also Csikszentmihalyi, 1990).

Flow ran deeply as Mexican-heritage educators taught Spanish to young women and their children rescued from sex-slave trafficking in the sugar cane bateyes of the Dominican Republic (Blackburn et al., 2021). The flow continued when the team returned to the university classroom. Since the opportunity to engage in the literacy camps was an alternative spring break option, the university students had the opportunity to share before and after with their curriculum course colleagues. Each student, whether traveling to work with

refugee children and children whose families worked in the sugar cane bateyes or not, participated in a learning experience that required a related book review. Mayra Hernandez read Edwidge Danticat's (1998) *Farming of Bones*. As she wrote, "the story sprang to meaningful life when juxtaposed against the real-life experiences" (Huber, et al., 2021, p. 951) of the students who had been in the bateyes and worked with the refugees and children. The team committed to return as an alternative winter-holiday break experience. Their commitment resulted in each participant filling and funding 100 pounds of supplies, books, and literacy materials.

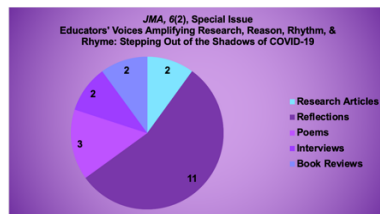
We began planning a third trip. We considered a yearly commitment. We raised awareness and funds. We planned. But, we did not go back. And I felt more powerless than I have ever experienced in my 40+ years as an educator. So, it is not that *nothing* has happened to challenge Dombart's posit of powerless educators—rather, it is that *something* we could not have fathomed has happened: COVID-19, a pandemic that has been credited with the largest disruption of education in human history (see Daub et al., this issue). And, as this issue goes to press and the days until fall term begins are in countdown, the Delta variant, do we wear masks or do we not, and the anti-vaxxers dominate the daily news. Dombart's (1985) words seem to ring true: "Though we teachers are numerous, we are virtually powerless."

And yet, because I invested much of my fall semester evenings and Saturdays investigating teachers' perspectives during the 2020 pandemic and spring of 2021, analyzing the transcripts of those focus group inquiries (see Daub et al., this issue), I am painfully aware of how many educators and parents felt powerless as students were *pushed to the proverbial side lawn* during

the virtual world of social distancing from March thru December of 2020.

That teachers felt powerless was certainly a theme explored in the contents of this issue as authors set out to hear, comprehend, and represent, even *amplify* educators' voices. Powerlessness is a theme, but it is not the only theme, nor even the dominant theme. Through critical reflection, focus group inquiry, large-scale surveys, interviews, film and book reviews, poetry, photography, and collage (see Figure 1) emerge themes of appreciation and empathy, focus on what matters—family and education, confidence in addressing challenges—especially new ways of teaching with technology.

Figure 1
Overview of the 20 Articles in This Special Issue



Nearly 50 authors and co-authors wrote the content of the 20 articles provided in this issue. Because participants in some of these studies and reflections range from one to 16 to 70 to “524 third- to fifth-grade mathematics teachers across 46 states during Fall 2020” (see Giorgio-Doherty et al., this issue), the voices of more than 600 educators are heard in this issue. Because the Daub et al. (see this issue) co-authors/researchers participated in the “two international symposia, one from London and one from Tokyo, open to all interested in education during the COVID-19 pandemic,” they were privileged to participate in break-out sessions with “educators and researchers from 30 countries” (Hordatt Gentles & Leask, 2020, p. 8) to share their stories and recommendations on how teachers and

educational systems can be better prepared and supported to ensure continuity of learning in times of crises.

Freire’s (1970/1986) truth is again guiding me as I relearn teaching in a virtual, online world—“a problem to be worked on and solved” (Shaull, 1986, p. 13). This issue is one artifact that demonstrates the number of educators committed to working with other educators to *name the world* in which we are living, striving, and trying to survive.

A second artifact that documents the *powerful*ness of educators is an eight-image collage of photos (see Figure 2) from one vaccination site staffed entirely by school personnel. This one location hosted three sets of vaccinations, six very full days. While I am often proud of my students’ accomplishments, seldom have I ever been so publicly proud to be part of the educational profession, so many educators in “*praxis: reflection and action upon the world in order to transform it*” [emphasis added] (Freire, 1970/1986, p. 36).

Figure 2
Teachers, School Nurses, and Other Educational Personnel Engaged in the Vaccination Process at One of Their Campuses, Cigarroa Middle School, LISD, Laredo, Texas



In Looking Forward

Following this overview, the reader will find the Table of Contents for the 20 articles in *JMA* Volume 6, Issue 2. One of our goals has been to be inclusive of multiple ways of

engaging in inquiry, through poetry, visual imagery, and collage, always in critical reflection and not only through traditional research models. The “Final Reflection” is titled so as a place marker, rather than a suggestion that we have ended the inquiry into what “Stepping Out of the Shadows of COVID-19” looks like for children and families, for teachers and students, for schools and communities, for states and nations, for *everyone*.

For every author who has worked through the multiple stages of peer-review, editorial (APA) review, copy editing, and page proofing, my cowgirl hat is raised high to you. The guest editorial team for this issue is listed as are all of the reviewers who conscientiously engaged in the masked, peer-review process. Details about the process are provided in that section as well. In part, details are provided because I believe transparency is critical to the review process. But I have, personally, endeavored to provide information about the review process because I have long believed that meaningful editing is parallel to meaningful teaching; the process empowers.

The other reason that this issue may look a little different is because I have tried to deserve the gift of being asked by Dr. Osaro Airen, editor of the *Journal of Multicultural Affairs*, to serve as guest editor of this issue. The blessing evolved, in fact, to be a double blessing, and I will be serving as the guest editor of the next issue of the *JMA*, 7(1). In many ways, a thoughtful reading of the content of the current issue will suggest that we have yet to address what many educators have been talking about as we strive to return to face-to-face, or hybrid, or virtual teaching in academic year 2021–2022. About what have educators been talking? Regardless of the venue, the content is not, or might be, or may never be the same curriculum as before calendar year 2020 and January 6, 2021. And so again,

personally, I encourage you to peruse the call for papers for the next theme: Voices Amplifying Research, Rhetoric, Rhythm & Rhyme: Teaching for Global Citizenship While Fighting for the Soul of American Democracy.

Finally, credit must be given. Although authors and editors always seem to find a way to say “while the glory goes to others, the mistakes are mine,” I would be professionally remiss and personally rude not to mention that the content of this journal issue would not have been possible without the angelic patience of Dr. Osaro Airen and the copy-editing expertise of Dr. Janet Kesterson Isbell. In my professional opinion, the authors represented in and the readers benefitting from the *Journal of Multicultural Affairs* owe these two remarkable professionals a standing ovation! And, while on your feet, keep those thunderous applause coming for Alexandra C. Daub who served as the guest managing assistant editor of this issue. From learning the nuances of the portal process to coordinating the masked review of nearly 40 submissions, Alexandra, who is still in graduate studies herself, served as an accomplished expert. What is perhaps even more unbelievable is that this was her first time to serve in such an editorial role. I hope she hears your applause because she has accepted the invitation to serve in the position again in the forthcoming issue. KUDOS, Alexandra!

Finally (for real this time), as the POSSE Editorial Team knows, Ike deserves knighthood.

~ Tonya Huber, Guest Editor
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Notes

1. I am proud to own three well-read editions of Elliot W. Eisner’s provocative *The Educational Imagination*; the original

1979 edition I studied in my upper-division undergraduate curriculum courses; the 1985 edition I studied in my master of education program, and then I began using the same volume as an assistant professor in 1990 teaching curriculum courses. In 1994, I transferred to the third edition and continued teaching from the book whose author promised, “This book is designed to complicate your professional life” (Eisner, 1985, p. 3). My thesis students seemed to take pride in explication of just how Eisner’s book had done so!

2. The original 1983 publication reprinted by permission of *DAEDALUS, Journal of the American Academy of Arts and Sciences*, 112(3), 1–28.

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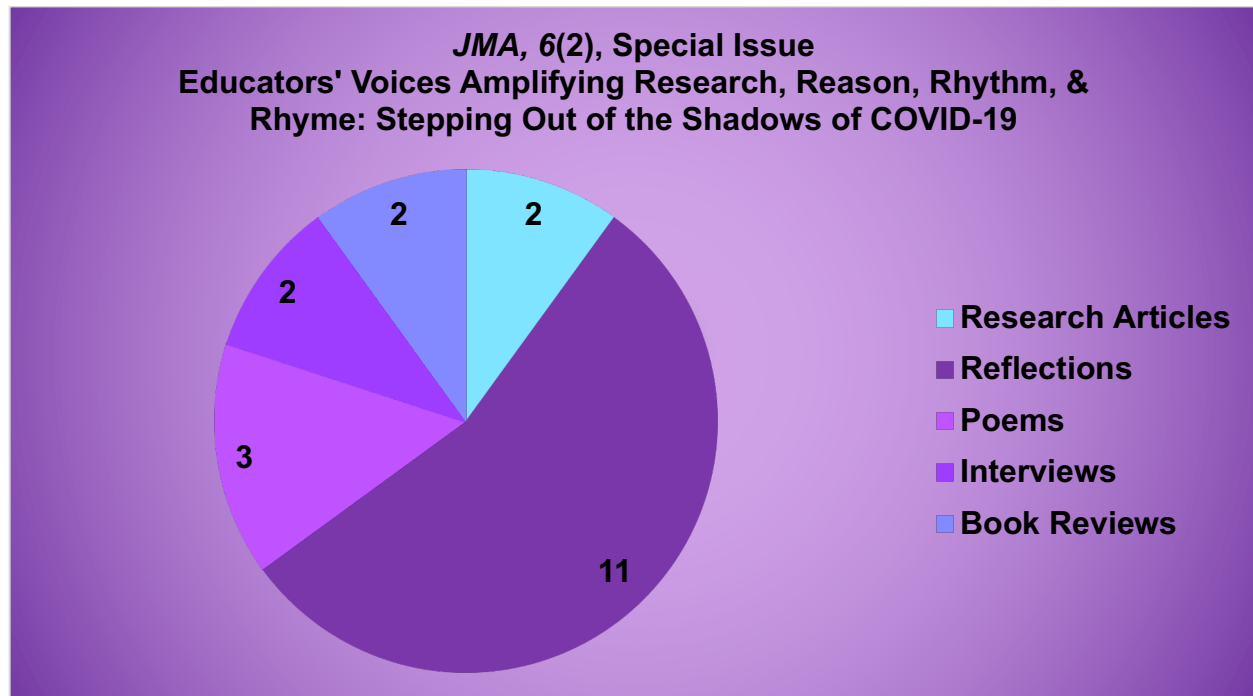
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Appendix A

Figure 1

Overview of the 20 Articles in This Special Issue



Appendix B

Figure 2

Teachers, School Nurses, and Other Educational Personnel Engaged in the Vaccination Process at One of Their Campuses, Cigarroa Middle School, LISD, Laredo, Texas



The Journal of Multicultural Affairs 6(2)

**Educators' Voices Amplifying Research,
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of the Shadows of COVID-19**

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RECOGNIZING REVIEWERS' CRITICAL FEEDBACK

The guest assistant managing editor ensured double-masked coding of submissions, and the submissions made according to the projected timeline were considered as masked and coded manuscripts by the *entire*

guest editorial team of eight members during a series of virtual discussions. This initial masked review preceded assignment to at least two reviewers for more critical consideration of content and writing style. Each manuscript featured in this special issue of the *Journal of Multicultural Affairs*, 6(2), has been reviewed by at least two members of the guest editorial team as well as by at least two peer reviewers.

**Editorial Team *JMA*, 6(2)
Representing the POSSE Professional
Opportunities Supporting Scholarly
Engagement, Graduate Students *in* and
Graduate Students *of* the College of
Education,
Texas A&M International University,
Laredo, Texas**

Tonya Huber Invited Guest Editor

Tonya Huber, PhD (Pennsylvania State University, 1990) professor of education at Texas A&M International University (TAMIU), Laredo, Texas, joined TAMIU after five years of focused community development for the international disaster relief organization Feed My Starving Children through her shop for a cause, Coyote Howling Gift Shop, in Ruidoso, New Mexico. As an FMSC MobilePack Host Leader in both New Mexico and Texas, Huber is passionate about providing nutritional meals for the world's hungry while promoting international fair trade and handcrafted art as well as educating others about these topics. Huber considered it a tremendous privilege to serve as one of the 16 founding members of the National Association for Multicultural Education—a daily commitment of her life in the 1990s.

Another exceptional privilege that has shaped her worldview was to serve as an Invited Professor of Global Graduate

Studies, College of New Jersey, Trenton, teaching in Abidjan, Côte d'Ivoire, West Africa; Larnaca, Limassol, and Nicosia, Cyprus; Palma de Mallorca, Spain; Caracas and Puerto La Cruz, Venezuela; and Kuwait City, Kuwait, while she was on faculty at Wichita State University, Kansas; St. Cloud State University, Minnesota, and the University of St. Thomas, Minneapolis, Minnesota. Her PhD in curriculum and instruction with an emphasis in reading, communication and language education included three minors and internships that provided many opportunities: (a) educational theory and policy, fieldwork/data collection: Iroquois Nation, Brantford, Ontario; (b) curriculum and supervision, internship: peer supervision project, Armstrong School District, Pennsylvania; (c) ethnography and anthropology, fieldwork: (1) curriculum research with the Iroquois First Nations in Canada and (2) the excavation of the fort site of the Cheyenne Massacre, Fort Robinson, Nebraska. Her dissertation focused on ethnographic case studies of literature instruction in four high schools, one in Cambridge, Massachusetts, and three in London, England, including 22 English teachers' classrooms. Earlier in her career, she served as a K–12 language arts coordinator in Oklahoma City Public Schools, Oklahoma, and taught as a grade-school teacher in Altoona Area Public Schools (AAPS) and as a high school teacher of English language arts in AAPS and Hollidaysburg Area Public Schools, both in Pennsylvania. Her educational career has included opportunities to research and write in London and South Croydon, England; Gaza Strip and Israel; Costa Rica; Christchurch, New Zealand; Ho Chi Minh City, Ca Mau, and Da Lat, Vietnam; Manila and Oriental Mindoro, The Philippines; Shanghai, Xian, and Beijing, China; Capetown, South Africa; Wollongong,

Australia; Haiti and the bateyes of the Dominican Republic.

Huber was founding editor of the international education publication, *Journal of Critical Inquiry Into Curriculum and Instruction* (1998–2004), and two book series, *Teaching <~> Learning Indigenous, Intercultural Worldviews: International Perspectives on Social Justice and Human Rights* (2007 to present) and *International Education Inquiries: People, Places, and Perspectives of Education 2030* (2018 to present). Both series are with Information Age Publishing. She has authored two books and edited seven others with three more in press. She has published more than 185 refereed/invited articles and book chapters, and more than 160 invited newspaper columns and journal editorials. Huber is particularly committed to engaging university students in academically-grounded, field-based, service-learning experiences to develop professional dispositions of *conscientização*—Paulo Freire's challenge to become more critically reflective and conscious of our interactions and their contributions to liberation, rather than oppression, of others. In doing so, she believes we should ultimately impact the professional knowledge bases and so she consistently advocates for researching, presenting, and publishing the work of graduate scholars, epitomized by the group she founded at TAMIU, the POSSE—Professional Opportunities Supporting Scholarly Engagement. POSSE members experienced in research and writing for publication stepped up to the challenge of this special issue!

Alexandra C. Daub
Guest Assistant Managing Editor

Alexandra C. Daub is an international student at TAMIU working towards completing her master of science in special

education. She holds a bachelor's and master's degree in elementary education and worked as an elementary school teacher in Germany prior to moving to Laredo, Texas, in summer 2019 to continue her education. She joined POSSE in summer 2020 to embark on their mission of changemaking and promoting social justice through research and writing. She currently serves as the guest managing assistant editor for the *Journal of Multicultural Affairs*, 6(2), special issue "Educators' Voices Amplifying Research, Reason & Rhyme: Stepping Out of the Shadows of COVID-19" and as an editorial assistant on volumes 3 & 4 of the book series, *International Education Inquiries: People, Places, and Perspectives of Education 2030*. In summer 2021, she conducted research as a Phi Kappa Phi Chapter 296, Dr. Frances G. Rhodes Memorial Fellowship Awardee while also working as a summer graduate research assistant in education at TAMIU. Her future plans include pursuing a PhD to continue her education and working towards achieving equitable educational opportunities for all.

Sara Abi Villanueva
Guest Assistant Content Editor

Sara Abi Villanueva earned her master of science in special education with a concentration in reading in December 2020 from TAMIU. She currently serves as the invited guest assistant editor on two special issues of the *Journal of Multicultural Affairs* and as the assistant editor for the book series, *International Education Inquiries: People, Places, and Perspectives of Education 2030*. Villanueva is a co-leader of both research and legacy teams in the Professional Opportunities Supporting Scholarly Engagement, POSSE, organization of the TAMIU College of Education. She has taught English, language

arts, and reading at the middle and high school level for 15 years. She is currently teaching at H. J. Garcia Early College High School and began her doctoral studies in curriculum and instruction, with a focus on language, diversity, and literacy studies at Texas Tech University in August 2021. Summer 2021 includes her research as a Phi Kappa Phi Chapter 296, Dr. Frances G. Rhodes Memorial Fellowship Awardee. Her main research interests include literacy instruction, dyslexia, equitable education opportunities for all, global citizenship education, sustainable development goals, and twice-exceptional students.

Guest Assistant Editorial Team

Kristen Pedersen Erdem

Kristen Pedersen Erdem was born in New Orleans, Louisiana. She has a bachelor of arts degree in French and journalism from Louisiana State University in Baton Rouge, Louisiana. Erdem completed post graduate work in France and New York. She is pursuing her master of science in curriculum and instruction with a bilingual concentration at TAMIU. She is passionate about education for populations in poverty. She is employed at Catholic Charities of Central Texas, based in Austin, Texas. Erdem's research interests include social justice issues in education; lives of our immigrants—past, present and future; and social services as a source of necessary education in America.

Alejandra Martinez

Alejandra Martinez is a second-year bilingual teacher in Laredo, Texas. She holds a bachelor's in elementary education with a bilingual emphasis and an MS in curriculum and instruction with a focus on educational administration from Texas

A&M International University. She has published her research on attributional feedback and its effects on self-concept and academic achievement in the *International Journal of Current Research*. She has been a member of POSSE since 2018 where she has contributed as a writer, editor, and coordinator for Discovery Gateway, a bilingual program that serviced families in the community by providing them with books and learning opportunities. Her areas of interest include educational psychology, social justice, and global citizenship education.

Maria Cristina Ferraz Soares

Maria Cristina Ferraz Soares is a graduate student attending TAMIU to earn her master of science in curriculum and instruction with a concentration in reading. Cristina joined POSSE in October 2019 and has contributed to the group as a researcher, writer, and assistant editor. Strongly influenced by Paulo Freire's philosophy of education, Cristina started her career as an educator teaching in urban schools in Brazil. As an immigrant and resident in the United States, Cristina taught elementary school children in Texas for 7 years. She has recently worked as a Bilingual Reading Interventionist and Mentor for novice teachers. Currently, Cristina advocates for social and racial equity and hopes to collaborate with other educators to develop diversity responsiveness awareness in school communities.

Maricruz Flores Vasquez

Maricruz Flores Vasquez graduated from TAMIU with a bachelor of science in communication disorders, a master of arts in teaching, and a master of science in educational administration. Maricruz is a highly qualified K–12 special education

teacher who is committed to inclusive education for all. She has served students in Texas Title I public schools for the last six years including rural and urban areas. Currently, she serves students for Laredo Independent School District. Maricruz's areas of research include working with children with disabilities, migrant families, and support systems for disadvantaged individuals such as Feed My Starving Children.

Stephanie H. Wright

Stephanie H. Wright is a TAMIU graduate with a master of science in curriculum and instruction and a specialization in reading. Stephanie assisted with the Creative Writing section of this issue and further provided support in quotes on Voices. Wright has published her research regarding perceptions of English learners (ELs) with Scholink, in *Education, Language and Sociology Research*, an international journal. Stephanie currently works as an educator in Aldine ISD, Texas, at Victory Early College High School where she teaches a college planning course for ninth graders that further develops and supports the necessary skills for students to thrive in AP and dual credit classes and on the Texas Success Initiative assessment for college readiness.

Digital Creator

Consuelo L. Guzman

Consuelo L. Guzman is a graduate student in the Master of Public Administration program at TAMIU. Consuelo is the digital creator who designed the collages appearing in this issue. She is a full-time case manager at TAMIU where she

coordinates emergency relief for students facing situations such as homelessness, food insecurity, and other problems that impede the successful completion of their degrees. Consuelo is also the executive director of Adelante Americas, an organization that seeks to end the world's most pressing problems through youth entrepreneurship.

Reviewers

The guest editorial team of this special issue extends genuine appreciation to the following professionals for their critical feedback on the authors' manuscripts. Though final decisions are the responsibility of the editor, her work could not be accomplished without the selfless, dedicated expertise of the reviewers who have invested their time and a wide range of experience in the review process.

Alexis Arreola-Segura

Arreola-Segura is an English educator at Karen Wagner High School, Judson Independent School District; POSSE member; professional reader and book reviewer; San Antonio, TX.

Dwight (Ike) Burns

Burns is a retired fire battalion chief with 35+ years of service in New Mexico; POSSE site logistics; avid reader in Laredo, TX.

Lorena P. Cestou

Cestou is a PhD candidate: adult education, social innovation, and entrepreneurship; member of the Texas chapter of the National Association of Multicultural Education; founding member of POSSE, College of Education, TAMU, Laredo; residing in San Antonio, TX.

Lina M. De La Garza

she/her/hers; De La Garza is an instructor of professional written communication in A. R. Sanchez, Jr. School of Business at TAMU, Laredo, TX.

Patrick S. De Walt

De Walt is an assistant professor in the Department of Liberal Studies at California State University, Fresno. His research interests include: Africana identity, racial identity, theory, curriculum development, teacher education, and applications of technology in education.

Carol Christine Hordatt Gentles

Gentles holds a PhD in curriculum, teaching and learning in teacher education, the OISE, University of Toronto; she is a teacher education and teacher development specialist and has worked as a consultant with the USAID, World Bank, UNESCO, and Ministry of Education; professor of education, University of the West Indies, Mona, Jamaica.

Dustin Hornbeck

A postdoctoral research fellow in the Department of Educational Leadership and Policy at the University of Texas at Arlington, Hornbeck studies how dual enrollment and early college policies impact students, teachers, and the public school system in Austin, TX.

Melissa Jackman

Jackman is a certified English as a second language English teacher at Keys Academy, Teacher of the Year 2021, Harlingen Consolidated Independent School District; POSSE member; Rio Grande

Valley-Texas Association for Bilingual Education member; Lyford, TX.

Diana Lowenthal-Lambert

Lowenthal-Lambert is a graduate student completing a master of science in curriculum and instruction online at TAMIU, Laredo, Texas, with a specialization in special education. She earned a bachelor of art degree with a major in English. She is a special education teacher with over 10 years teaching experience.

Kurstyn McCreight

A graduate student at TAMIU, McCreight is pursuing her master of science online in educational leadership. She holds a bachelor's degree in psychology and works as an early elementary school educator. McCreight has been a childcare director in Winnie, Texas, and curriculum writer for her childcare program. In her school community she advocates for early childhood education and positive discipline reform with a primary focus to build relationships within the family-school setting.

Vicki G. Mokuria

Mokuria is a mother/grandmother/scholar/educator; visiting assistant professor at Stephen F. Austin State University Department of Education Studies in Nacogdoches, TX.

Alfred Daniel Olivas

Olivas is an instructional coach, professional development facilitator, science education specialist, Apple Distinguished Educator 2011; retired in the USA.

Cody J. Perry

An assistant professor in the College of Education at TAMIU, Cody J. Perry, PhD, teaches math principles and assessment for instructional design to prospective elementary teachers. His research investigates fractions and math anxiety among preservice teacher candidates. Dr. Perry has also written two children's books and is working on the third in the series, *The Adventures of Rabert and Bunniifer*.

Michelle D. Price

A graduate student at TAMIU, Price is pursuing her master of science online in curriculum and instruction with an emphasis in reading. Her career includes teaching English language arts and reading in a public middle school for the past 12 years. Currently she works as an English language arts and reading instructional coach on a middle school campus. When not advocating for all things literacy, Price enjoys spending time with her family in the great outdoors.

Kattiwaska Vincenty

Vincenty is mother to dyslexia and ADHD identified individuals, daughter; dyslexia teacher, literacy specialist; POSSE member; Phi Kappa Phi member; Killeen, TX.

The Journal of Multicultural Affairs

Tonya Huber, PhD, Guest Editor
Alexandra Christiane Daub, Guest Assistant Editor
Sara Abi Villanueva, Guest Assistant Editor

Guest Editorial Assistants

Melissa M. Jackman, Maria Cristina Ferraz Soares, Alejandra Y. Martinez, Kurstyn McCreight,
Melanie Morales, Karla A. Rodriguez, Maricruz Flores Vasquez, Kattiwaska Vincenty,
Stephanie Wright

Representing the P.O.S.S.E.

Professional Opportunities Supporting~Synergizing Scholarly Engagement
College of Education, Texas A&M International University, Laredo, Texas, U.S.A.

The Journal of Multicultural Affairs — Special Issue Call for Papers

Voices Amplifying Research, Rhetoric, Rhythm & Rhyme: Teaching for Global Citizenship While Fighting for the Soul of American Democracy

Struck by a global pandemic, an impending economic crisis, protests, and the general election, the year 2020 and the events that followed thereafter have demonstrated to be historical for Americans across the nation. Such events have undoubtedly brought to light issues that educators simply cannot overlook, such as racism, injustice, class division, and economic inequalities. As a democracy, everyone should get a seat at the American table, and every student should be ensured the United Nation's vision of "inclusive and equitable quality education" with "lifelong learning opportunities for all."¹

Despite progress made towards equality following the Civil Rights Movement, it became evident in 2020 that systemic racism in our nation persists. Following the wrongful death of George Floyd, protests prompted by the social movement, Black Lives Matter (BLM), swept the nation. The movement united people to speak against the injustices faced by members of the Black community, as well as other communities of color whose voices deserve to be heard. The conversation needs to be continued to engage other voices in the pursuance of justice. Furthermore, the unprecedented attacks by White supremacists at the United States Capitol during the American presidential election on January 6th of 2021 have added more challenges to our society as they represented not only a disturbance of our fundamental institutions, but a risk to our democracy. The attacks reveal both White supremacist beliefs as well as a high level of misinformation among Americans.

In light of these issues, it is imperative that culturally responsive and responsible educators reflect on the following: How do we teach social justice in the aftermath of the COVID-19 pandemic, BLM, economic crisis, and the conflicts that have followed the American Presidential Election? How do we teach for global citizenship?

The Guest Editorial Team comes to this inquiry with a conceptual framework grounded in the work of Paulo Freire and Joel Spring while committed to the vision of the United Nations.²

Paulo Freire, an advocate of critical pedagogy, sustained that educators should facilitate a critical consciousness for learners to be able to recognize systemic forms of oppression that have been historically present in our society.³

Writing five decades after Freire and focusing, particularly, on the failures of American education, Joel Spring wrote:

Violence and racism are a basic part of American history and of the history of the school. From colonial times to today, educators preached equality of opportunity and good citizenship while engaging in acts of religious intolerance, racial segregation, cultural genocide, and discrimination against immigrants and nonwhites.⁴

This *Guest-Edited Issue* aims at providing a platform for educators and activists to engage in critical dialogue and reflection on the teaching practices and social actions that will foster a critical consciousness in students to address the issues we face in the present day.

The focus of the *Journal of Multicultural Affairs* (JMA) is to promote cross-disciplinary, multiculturally based work. JMA defines multicultural affairs as the affairs that affect the many faces of society, disrupt homogeneous thinking, fight for social equity, and seek social justice. JMA is focused on bridging the gap between all settings and seeks to provide a platform for our audience to share their work in multicultural affairs and to engage in vital multicultural dialogue.

Note.

¹ United Nations (UN). (2015). *Transforming our world: The 2030 Agenda for sustainable development*.
<https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

² See Sustainable Development Goal 4, the “Global indicator Framework for the Sustainable Development Goals and Targets of the 2030 Agenda for Sustainable Development.” Cite: United Nations (UN). (2017). *SDG Indicators: Revised list of Global Sustainable Development Goal Indicators* (in English, Spanish, and other world languages).
<https://unstats.un.org/sdgs/indicators/indicators-list/>

³ Freire, Paulo. (1970/2000). *Pedagogy of the oppressed* (Myra Bergman Ramos, translation from the original Portuguese manuscript 1968). Continuum.

⁴ Spring, Joel. (2018). *The American school: From the Puritans to the Trump era* (10th ed., p. 9). Routledge.

Manuscripts can be submitted [HERE](#) or <https://scholarworks.sfasu.edu/jma/>

**For Special Issue inquiries, please contact The Guest Editors at
JMA2021McVoices@gmail.com**

Guidelines for Contributors

Submission length will vary by topic and format.

- Research-based submissions should be between 3,000 to 6,000 words and include an abstract and keywords (general acceptance rate: 20-30%).
- Personal experience submissions should be between 1,200 to 2,500 words.
- Poetry submissions do not have a minimum word count but should not surpass 500 words without consulting the Guest Editor.
- All submissions must follow the guidelines of the *Publication Manual of the American Psychological Association* (2020, 7th ed.).
- Submissions must be double-spaced and in 12-point Times New Roman serif fonts, except within tables and figures or creative submissions.
- Tables and figures should be placed in the appropriate location within the document accompanied by numbered titles.
- The Guest Editorial Team is welcoming the following types of submissions for this special issue: Research, Reflection, Interview, Visual Art/Photography/Collage, Creative Writing, Poetry, Book Review, Film Review, Tech Review.

Authors must prepare their submissions for peer-review including masking their identity in the text *and* in the references so the document creators are not easily revealed, nor the participants nor locations (without consent to do so). For more details, please review APA (2020) Section 12.7. Ideally, authors making a submission benefit by volunteering to also review a submission for the same issue.

A complete cross-check for all entries in the reference section should indicate on what page(s) they are cited. This list is for the editors and reviewers, but not for publication (see “Examples from a References Cross-Check” below).

The history of colonialism and hegemonic oppression includes renaming peoples, tribes, nations, lands, and places. In an anti-colonial, anti-racist, Indigenous positioning to *reject* this practice, Guest Editor Tonya Huber requires full names with the initial introduction of people, as well as for all authors and editors, as the names appear on the quoted source, and in all references. This is a modification of APA (2020) 7th edition guidelines. A set of examples follow along with the inclusion of the references cross-check to show on what pages the references appear in the manuscript submission. These are part of the review process and are not published.

Examples of References **Cross-Check**

- Cestou, Lorena P., Alexandra Reyes, Elizabeth R. Sanmiguel, & Tonya Huber. (2019). Creating a culture of critical consciousness and interpreting intercultural competence in educators. In Tonya Huber & James G. O'Meara (Eds.), *Teacher education at the edge: Expanding access & exploring frontiers* (pp. 33-69). In Tonya Huber (Series Ed.), *International Education Inquiries: People, Places, and Perspectives of Education 2030*, Premier Vol. Information Age Publishing.
pages 3, 9
- Daub, Alexandra Christiane, & Tonya Huber. (2020). Effectiveness of social stories on social skills for elementary-aged students with autism: A literature review. *International Journal of Education*, 12(4), 12-37. <http://dx.doi.org/10.5296/ije.v12i4.17759>
pages 4, 10
- Freire, Paulo.¹ (1986). *Pedagogy of the oppressed* (Myra Bergman Ramos, Trans.). Continuum. (Original Portuguese manuscript published 1968; original copyright 1970)
pages 1, 3, 9, 14, 15, 17
- Freire, Paulo.¹ (1973/1989). *Education for critical consciousness*. Continuum. (Original work published as *Educacão como prática da liberdade* in Rio de Janeiro 1969 and *Extensión y comunicación* in Santiago, Chile, 1969)
pages 1, 3, 9, 10, 11, 14, 15, 17
- Gomez, Anna L., Pecina Elena D., Sara Abi Villanueva, & Tonya Huber. (2020). The undeniable relationship between reading comprehension and mathematics performance. *Issues in Educational Research*, 30(4), 1329-1354.
pages 3, 9, 10, 11, 14, 15, 17
- Huber, Tonya. (Ed.). (2010). *Storied inquiries in international landscapes: An anthology of educational research*. In Tonya Huber (Series Ed.), *Teaching <~> Learning Indigenous, intercultural worldviews: International perspectives on social justice and human rights*, Vol. 3. Information Age Publishing.
page 3
- Huber, Tonya, Alexandra Christiane Daub, Kristen Erdem, Alejandra Martinez, Maria Cristina Ferraz Soares, Maricruz Flores Vasquez, & Sara Abi Villanueva. (2020, October 14-15). *Teacher experience and practices in the time of Covid-19*. A joint research project undertaken by members of the International Council on Education for Teaching (ICET) and the MESHGuides Initiative. Co-Facilitators of Virtual Research Symposium, Tokyo, Japan.
pages 3, 9, 10, 11
- Suleiman, Mahmoud (Ed.), & Tonya Huber (Ed.). (in press). *Beyond provincialism: Promoting global competencies in teacher and educator preparation*. In Tonya Huber (Series Ed.), *International Education Inquiries: People, Places, and Perspectives of Education 2030*, Vol. 5. Information Age Publishing.
page 17
- Villanueva, Sara Abi, Alexandra C. Daub, & Alejandra Y. Martinez. (2021). Listen to the voices: A reflection on how 2020 and COVID-19 have affected lives. *Journal of Multicultural Affairs*, 6(2).
pages 9, 10, 15

Note. ¹See APA (2020, 7th ed.) for parenthetical and narrative citations (Section 10.27, 28, 29).

Projected Timeline

Year-Month-Day

2021-11-01 First Official Call for Papers is anticipated on November 1st.

Call for Reviewers.

2021-11-22 Second Call for Papers.

2022-01-11 Last day to make a submission.

Full review is anticipated to begin as soon as each submission is received.

For a submission to be complete, authors must include a complete cross-check for all citations in the manuscript and entries in the reference section.

Incomplete submissions will be returned without benefit of review.

Reviewers will be asked to complete decisions and feedback within 2-3 weeks.

Authors making submissions will be invited to review, as well.

2022-03-01 Editors collectively create a composite for authors of feedback and determine (a) accept, (b) accept with minor revisions, (c) major revisions required for acceptance, or (d) rejection.

2022-03-31 Authors submit final revisions *with explication of changes made in response to feedback*. When revised submissions are returned, a full APA (2020, 7th ed.) professional title page (Figure 2.1), including author/s with ORCiDs, affiliation/s, corresponding author and full contact details, should be included. The Editorial team reviews changes made and confirms readiness for professional publication. *A submission may yet be rejected at this step if the required edits have not been appropriately addressed*. Ethically, the author is bound to edit or defend the content and format; and ethically, the editors are bound to uphold professional guidelines and the masked peer-review process.

2022-05-01 Full issue ready for copy-editing.
Authors should anticipate directions from the Copy Editor and respond accordingly. Anticipate several months for this process.

2022 Fall ***Projected PUBLICATION of ISSUE, AVAILABLE ONLINE***
<https://scholarworks.sfasu.edu/jma/>

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