

EDITOR'S NOTES

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As an international journal committed to critical pedagogy, our hearts are with all our authors and readers across the globe in the midst of the covid-19 global pandemic. Many countries are facing severe economic hardships now while doing what's necessary to prevent further contagion. This tragedy impacts us all and in so many different ways for longer than we can presently fathom. As scholars, we have been displaced from our usual sites, research has been disrupted or turned upside down, and work as we know it has gone digital/virtual without any time to prep or deliberate what is best. These are unprecedented times. In many ways, we continue forward as with this issue, the first in 2020. As many universities provide opt in policies to extend tenure clocks, as well as offer resources for the continuation of research and teach, we also are doing our part, and continuing to publish issues.

The authors in this issue grapple with various methodologies and content specific applications of pedagogy. As typical we offer a range of rich articles that allow the engagement of diverse readers wherever they are in their scholarly careers. In this issue, authors highlight the nuances of multiple intersections at the crossroads of method,

critical theory, and pedagogy. These articles allow for an experiential recentering of humanity, understanding the relational value and necessity in the process of research and pedagogy while reorienting research and pedagogy towards the public good.

Most pertinent to the current demands for social distancing and online work, the public good is ever-present, yet what constitutes the public is shifting and we must also rethink how and why we do what we do. If nothing else, we should reclaim the space to be creative in our deliberations of how we solve the problems ahead.