



Editor's Note

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Editor's Note

Dear Readers, Contributors, Reviewers, and Board members,

I write to you in my capacity as Editor for *The Alberta Journal of Educational Research* (AJER). It has been an honor serving as the Editor-in-Chief of the AJER for the past 6 years. As I and my fellow past Editors pointed out in our last Editorial (70.1), AJER based at the University of Alberta Faculty of Education has been devoted to the dissemination, interpretation, critique, and support of all forms of scholarly inquiry into education, both locally and globally, since 1955. However, owing to changes in funding that effectively closed off avenues of financial support for the quarterly publication, AJER suspended its publication on June 30, 2024. The last issue of AJER is 70.2, Summer 2024.

As you can see, issue 70.2 is almost double the size of the regular issues. The issue contains 12 original research articles, 2 reprinted articles, and 2 book reviews. The reason for the size of the issue is the editorial team's effort to honor the work already completed by the authors and reviewers up to the point of the journal's suspension. In addition, AJER's Ted Aoki Awards committee felt that the last issue of the journal would benefit from including two of the most read and cherished articles of the patron of the Award: Ted Aoki.

As one of the committee members, Dr. Claudia Eppert from the University of Alberta put it,

We live in times that continue to emphasize the instrumentalization of curriculum, and that continue to disregard the realities, complexities, and nuances of the lives, experiences, and stories of teachers and students in favor of a one-size-fits-all business model of education. Ted Aoki's scholarship cogently and insightfully continues to challenge prescriptive, technocratic, authoritarian, neoliberal and homogenized views of educational theory, policy, and practice. Moreover, counter to current times that emphasize specialization, Aoki's approach to rethinking curriculum is richly informed by East-West philosophical, interdisciplinary, and aesthetic insights. He continues to show educators ways of writing that are profoundly reflective, wide-ranging, experientially-based, scholarly rigorous, knowledgeable of and sensitive and responsive to the worlds in which we dwell, past, present, and future. We, as educators—senior and up and coming—remain having a great deal to learn from him. (personal communication, April 15, 2024).

As Canada's oldest independent scholarly educational journal, its suspension leaves a significant gap among education research publications. However, the scholarship found in AJER will remain available in its online archive to inform and inspire future scholarship while we seek a sustainable path forward and a plan for digitizing all issues so they are accessible is underway.

We would like to express our sincere gratitude for the generous support AJER has received from every one of you. Without this support, the journal would have not had a successful 70 years of disseminating educational research.

It is with some (however modest) hope that I look ahead and visualize a renewed journal of educational research that is thriving again and meeting the needs of readers and authors alike.

Anna Kirova