

Introduction

Launching a new educational journal is a labor intensive endeavor. Logistics most authors take for granted were carefully considered to establish the Journal of Educational Policies and Current Practices. Publication frequency, submission requirements, and platform specifications were all determined; a review board was assembled, and I assumed the editor-in-chief responsibilities for volume 1.

The Journal of Educational Policies and Current Practices is one of 18 journals published by the Institute of Language and Communication, a unique global exchange of ideas that provides a forum that promotes and enhances scholar services worldwide supporting language and communication knowledge, collaboration, and resource sharing.

The goal of The Journal of Educational Policies and Current Practices is to shape an interdisciplinary field of inquiry by seeking innovative research linked to language, education, applied linguistics, language teaching, language learning, and educational policy. The journal allows for the intersection of theory, policy, and practice of a variety of disciplines and educational settings including but not limited to education, economy, and sociology. Currently, 38 reviewers representing nine countries comprise the editorial review board.

Four manuscripts comprise this inaugural issue. These scholarly pieces represent research and thinking about policy variation – from political to practice-oriented and from implementation challenges to programmatic concerns. Three manuscripts hail from Canada, providing readers with a unique research perspective of Canadian education and language policies.

In an issues piece, **“Multimodal educational assessment: From transmissive learning to active production,”** Jianxin Liu explored the recent emergence of multimodal assessment within the educational arena, probing three essential questions: Who is involved in multimodal assessment? What should and can appropriately and adequately be assessed? and, How should multimodal assessment be conducted. Tracing the initial emergence of multimodal assessment in the medical literature from the early 1980s, Liu examined the more current applications of multimodal assessment in both social and educational research particularly the emergence of pedagogical frameworks for incorporating multimodal resources and multimodal assessment when cultivating democratic, participatory, and emancipatory educational ecologies.

In the manuscript, **“Ontario schools’ readiness for school food and beverage policy implementation,”** Lisa Chaleunsouk and Benjamin Kutsyuruba employed qualitative methods to examine the readiness of select southern Ontario schools to implement a food and beverage policy aimed at improving students’ nutrition, health, and ultimate well-being. Beginning with a review of the actual policy, this manuscript explored the tensions between well-intentioned district policy and the realities of implementation as well as the ethics of students’ health and wellbeing via healthier choice vending snacks and subsequent decreased school revenue, an unintended policy consequence.

Marc Gurrisi provides readers with a perspective on university vocational policy in his piece, **“The Canadian university’s vocational policy turn: A critical discourse analysis”** through examination of the language of official university mission and policy. Gurrisi provokes readers to consider the market-based aspects of language and how language can be both exclusive and politicized.

Is an ambitious ethnographic study that examined policy intent versus policy action, Carolyn Mamchur and Cathi Shaw, scrutinized how a new course, designed to assist at-risk university students, actually supported policy. In **“An ethnographic examination of a course in academic literacy for at-risk students,”** transcripts from a series of documentary films created during the first semester of this course were analyzed to address if policy intent was realized.

Enjoy these pieces. They address the scope of policy research and inform readers regarding how policy is enacted.



Dr. Margaret-Mary Sulentic Dowell

Associate Professor, Literacy and Urban Education
Director, LSU Writing Project
Coordinator, Elementary Education Program
School of Education-College of Human Sciences and Education
Louisiana State University
220 Peabody Hall
Baton Rouge, LA 70803

Editor-in-Chief of Journal of Educational Policies and Current Practices (1) 1
Co-editor, eJournal of Literacy and Social Responsibility
National Board Certified Teacher EA/ELA
Chair, District Literacy Leadership, Special Interest Group, IRA