

In Volume 9 Number 2 of the *Berkeley Review of Education*, we present a timely selection of articles that focus on social justice and equity. The first, second, and fourth articles analyze historic and contemporary obstacles related to racial injustice. These articles examine how educational research can inform equity-focused perspectives and models to improve educational programs. In this moment, such a perspective is critical. We acknowledge the pain and reality of police brutality and institutional racism that lives within our society and pervades educational spaces. The *Berkeley Review of Education* board stands against the murders of countless Black cis- and transgender people. On this platform, we strive to elevate critical conversations related to race, education, justice, and healing for Black, Indigenous, Asian, gender-nonconforming, and immigrant students who are particularly in need of action during this time.

In our first article, “Disrupt, Defy, and Demand: Movements Toward Multiculturalism at the University of Oregon, 1968–2015,” Ryan Patterson describes the history of student activism—led by the Black Student Task Force and other student activist groups at the University of Oregon—and the historical and current lived experiences of students of color working toward a more diverse and democratized curriculum. Through historical analysis of university special collections and archives, Patterson documents a rich history of activism amid a history of white supremacy and racism in Eugene, Oregon. Resulting from decades of student organizing, the University of Oregon now offers an African American Opportunities Program, six historically Black Greek-letter organizations, and a Black Cultural Center. Nevertheless, Patterson describes the vast work that must still be done in order to create a more welcoming and inclusive community at the university, and the analysis provides a strong model for understanding historical contexts of systemic racism and oppression in higher institutions throughout the nation.

In our second article, “Spokespersons: South Asian Americans’ Microaggression Experiences in Schools Seen Through Retrospective Reflections on Interactions with K-12 Teachers,” Punita Chhabra Rice explores the ways in which students of South Asian descent experience racial microaggressions in U.S. classrooms. More specifically, using qualitative survey data, she uncovers how young adults reflect on their K-12 experiences in instances of being positioned as the spokesperson for their cultures or races. She finds that these experiences impacted the students’ ability to engage in the classroom, induced feelings of embarrassment and othering, contributed to racial trauma, and represent an abuse of power that teachers wield in a classroom. Rice highlights how these microaggressions have had a lasting impact on participants’ individual psyches and have also served as a launching point for racial awareness and pride. This article places a critical lens on the role of teachers in providing a space for all students to be seen as empowered individuals rather than representatives of their racial group. She provides a fresh perspective for educators looking to challenge practices that position students as cultural, racial, or national spokespersons.

In our third article, “Early Childhood Education and Care and the Use of Digital Media in Informal Environments,” Zara Qaiser examines recent trends and related research regarding young children’s digital screen media use in the United States. The analysis indicates that parents’ choices about the media environment they establish for children depend on their knowledge about how children learn from media and may relate to socio-demographic inequities. Qaiser’s study is timely, as digital media has increasingly become more integrated into children’s learning environments, both formal and informal. The paper reviews existing literature to address

concerns about potential benefits and risks of children’s use of digital media in informal environments and provides guidance for parents and caregivers on becoming media literate. The article concludes by suggesting that families establish a media environment where children benefit from the opportunities that digital media present and ensure children experience real-life interactions that are vital to their overall development.

In our fourth article, “The Role of a Summer Field Experience in Fostering STEM Undergraduates’ Socioemotional Perceptions and Social Justice Awareness as Preparation for a STEM Teaching Career,” Amy Liu, Shannon Toma, Marc Levis-Fitzgerald, and Arlene Russell investigate how summer field experiences provided opportunities for STEM majors to explore careers in teaching and the extent to which these experiences cultivated social justice and socio-emotional insights. Given the shortage of K-12 STEM teachers and evidence that STEM majors are less likely to enter the teaching profession, the authors demonstrate how a short-term, exploratory opportunity acted as a recruitment and learning opportunity for potential STEM teachers. With an analysis of participant journal entries that leverages a social justice and socio-emotional learning framework, the authors contribute to our understanding of ways that preparation programs can serve as an opportunity to promote understandings of teaching situated in broader historical, social, and political contexts. Their analysis provides lessons on how teacher preparation programs for STEM majors may be integrated into cross-campus student pipeline programs and the possibilities of integrating social justice and socio-emotional competencies into the experience.

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The *Berkeley Review of Education* invites pieces that continue and extend the conversations started by the authors in this issue as well as work that starts new conversations on issues related to equity and diversity. We encourage senior and emerging scholars, practitioners, and policymakers to submit articles that address issues of educational diversity and equity from various intra/interdisciplinary perspectives. The editorial board especially welcomes submissions that provide new and diverse perspectives on pressing issues impacting schools, educational systems, and other learning environments. We also welcome a broad range of “critical” scholarship. We define critical work as that which aims to analyze, evaluate, and examine power and dominant structures while helping us to imagine something new.

We thank the many people who have assisted in getting this issue to press: the authors, current and former board members, volunteers, reviewers, advisers, and the students and faculty members at the Graduate School of Education who have helped us in many other ways. We especially thank Dean Prudence Carter, Assistant Dean Alejandro Luna, and our faculty adviser, Kris D. Gutiérrez, for their ongoing support and guidance as we broaden the scope and readership of the journal. Finally, we thank the University of California Berkeley Graduate School of Education and Graduate Assembly for their generous financial support.

*The Editors*