

**Editors' Note**  
*Volume 10 Issue 2*

As our 10th year in publication comes to a close, we, the editors, are reflecting on the journey of *InterActions* and its relationship to the current Spring Issue. This turning-point in the legacy of the journal finds our board revisiting its commitment to community and questioning how meaningful connections are forged between allies near and far, bridging local and transnational issues. Our authors continue to employ critical perspectives while producing rich, groundbreaking scholarship—increasingly, with an international focus. The content of this issue demonstrates the breadth of work comprising the two disciplines of education and information studies. Moreover, this issue exhibits how these scholarly works are both shaped by and shape spaces across the globe.

The international focus of this issue is apparent in the plethora of articles probing contexts outside of the United States—namely, Canada, Japan, Ethiopia, Tanzania, Rwanda and France. Our publication's emerging global emphasis has much to do with the growing international readership of the journal, who prompt scholarship that looks beyond the borders of the U.S. An example from this issue is Bamattre's survey of the One Laptop Per Child program in Sub-Saharan Africa. His scholarship highlights a globally relevant topic—the effective inclusion of technology in classrooms—and demonstrates how an awareness of the “digital divide” between nations is not necessarily paired with knowledge of how to successfully transition schools to utilizing certain technologies. Certainly, we are grateful that our authors like Bamattre have kept apace with our readers' interests by submitting manuscripts that investigate spaces dotting the map. Furthermore, we appreciate the resulting creativity that can come from the prudent translation of theory from one place to another as is often necessary with comparative and international research; this is the case with Yamada's and Yusa's article that utilizes critical race theory (CRT) in Japan—a nation often depicted as homogenous. Yamada and Yusa begin with theory (e.g., CRT, *microaggressions*) originally developed in western spaces to examine issues of race and apply it toward the thoughtful analysis of power and ethnic hierarchy in Japanese society.

Of course, transnational interests do not always require the refashioning of theory. As is the case with Dewey's article, tracing the historical development of our information society requires one to engage with historical figures and

organizations as well as their impact across time and space. In his article on the influence of the International Institute of Bibliography and Paul Otlet's vision of the future of documentation, Dewey examines the influence of the documentation movement on pre-war Europe and later visions of a knowledge economy that predates an Internet-connected world. In addition to historical analysis, issue 10:2 has a diversity of qualitative methods, including interview, survey, and ethnography. Cooper's ethnography of the Pride Library also illustrates the power of library and archival collections that are implemented and run by grassroots organizations, including volunteers and laypersons. She examines how the Pride Library's collections influences the possibilities for queer spaces in traditional information institutions such as research universities.

*InterActions* continues to bring together articles that depict the intersectionality of experiences and identities in social environments, particularly sites of education. De Rosa and Dolby explore the ways in which socioeconomic status influences identity formation within higher education. Meanwhile, Murillo's book review challenges structural and binary perspectives that limit student identities. As mentioned, Yamada and Yusa provide counter-stories of minority experiences and identities in Japan. Moreover, Bamattre, Cooper, and Katz all illustrate diverse ways in which critical theoretical frameworks inform praxis—whether in classrooms or in processes of transmitting knowledge outside school spaces. Through her analysis of the teacher faculty in an affluent Canadian school, Katz examines the overlap between principles of critical pedagogy and teachers' beliefs about their classroom practice through in-depth interviews.

As we reflect, we are heartened by our issue's articles and book reviews, which highlight the innovative application of theory, the careful analysis of disciplinary development, and the deft examination of practice that is possible and necessary as we move into our next decade of publishing *InterActions*. A heartfelt thank you to our authors, readership, mentors, and allies who have made the journal's work relevant and renewed its focus on the social justice issues of the moment as that moment has continued to change.