

From the Editors

After taking a two-year hiatus, we are pleased to present the third issue of *The Cutting Edge, Stanford University's Undergraduate Journal of Education Research*. Reviving a project of any kind is daunting enough at any time, and to do so amidst a pandemic and in a period of great political uncertainty and racial injustice was an unprecedented challenge for us all. However, we also recognize that these very challenges bring into high relief some of the most significant issues we face in education today. We believe that the volumes we produce this year will demonstrate the commitment of many undergraduates to continually questioning the structures that persist in education today, as well as envisioning more equitable, research-based approaches to education in the future.

In publishing this volume of *The Cutting Edge*, we were guided by the same principles established by the 2017-2018 Editorial Team:

Explore undergraduate research in education,
Disseminate diverse opinions,
Gather creative scholarship, and
Encourage intellectual curiosity

This volume includes five research articles, two opinion pieces, and a poem. This diversity of submissions, in both form and content, reflects the range of perspectives on education that we have sought to gather in *The Cutting Edge*.

We would like to thank our team of peer reviewers and editors for their time and dedication:

- Khaing Mon '23
- Nicole Johnson '23
- Alysson Farris '23
- Kira Conte '24

We also owe a special thanks to Bryan Defjan for his artistic contributions, in particular the cover image design, and to Jonathan Kula

for leading our web design team. For her assistance in providing resources and training, we would like to thank Clarissa Gutierrez '20, a former editor of *The Cutting Edge* herself.

Finally, we owe our gratitude to Professor John Willinsky for his guidance and support throughout this process.

Elizabeth Swanson '21 and Melissa Santos '21
The Cutting Edge Editors-in-Chief 2020-2021