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Editors' Note

As we enter the second decade of the new millennium, we at *InterActions* continue to serve as an open-access venue for work that forges new paths of research or promotes critical examination of ideas across the fields of education and information studies. Bringing together the work of students, scholars, and professionals, we showcase articles that endeavor to increase our understanding of global cultures and cross-cultural fusions, the ways in which we process and navigate an ever-growing abundance of information, and the tools needed for confronting educational inequities. The five authors in this issue of *InterActions*, our seventh volume, tackle these themes and challenge us to reflect more thoroughly upon the concerns of educational segregation, services for incarcerated populations, post-colonial immigrant narratives, and information-seeking and information-sharing behaviors.

In the article "Institutionalizing Disparities in Education: A Case Study of Segregation in Wayne County, North Carolina High Schools," Ann Moss Joyner, the president of a non-profit institute that provides research and technical assistance for community groups and civil rights litigation, and Dr. Ben Marsh, a professor of geography and environmental studies at Bucknell University, confront the racial and economic segregation exhibited in the high schools of Wayne County, North Carolina. Using Geographic Information Systems (GIS) mapping, the authors expose the inequities that underlie the county's current high school attendance zones and their effect of perpetuating educational segregation. Joyner and Marsh demonstrate that it is possible to establish new boundaries that would elicit greater racial and economic balance, while still maintaining the desirability of "neighborhood schools."

As another way of promoting educational justice, Lindsay Klick, a recent masters graduate of library and information sciences, brings attention to the vital role public libraries can play in providing educational resources to underserved populations. In her article "Uncommon Services: Public Library Services to Incarcerated Populations," Klick examines the present state of public library outreach to correctional institutions in California and explores three model programs in Oregon, Colorado, and California that offer literacy and other support services to the inmates in their communities. Drawing from her experience in volunteering with the Nidorf Collective, she advocates for the provision of these important resources to incarcerated populations, highlighting the significance of offering these individuals the opportunities and tools necessary to transform their lives. For her article, Klick received the UCLA Department of Information Studies Diversity Paper Award in 2010.

Shifting to the domain of higher education and cultural awareness, the article "Making Meaning of Parental Influence among *Pinays* in College" extends

our understanding of the Asian American population, focusing specifically on the narratives of the daughters of Filipino immigrants. In her article, Chiara Paz, a doctoral student in the higher education and organizational change program at UCLA, uses a *Peminist* framework to examine the ways in which the Filipina American women (*Pinays*) in her study negotiate between their higher education aspirations and parental expectations. Paz finds that these female undergraduates often internalize their parents' nonverbal expressions of expectations and exhibit an unconscious desire to compromise, particularly in terms of their college major selection and post-graduation plans.

In her article "Kogi Truck Culture," Vivian Choy, a UCLA graduate student in the Department of Information Studies, takes us on a gastro-informational journey through an observational study of food truck behavior in Los Angeles. Choy interrogates the interactions and manners of queuing in an age of social media and epicurean trends. Drawing upon and adapting the Metoyer-Duran gatekeeper model, she demonstrates that the practices of gatekeeping, information-seeking, and cultural bridging are on display as individuals congregate while waiting to satiate their appetites. Her article provides a case exploration into the intersection of food, social interaction, mobile habits, and digital interconnectedness that we encounter in our daily lives, on the ground, as we perform cultural actions.

The contributions in this issue reveal the importance of research that seeks to remedy educational injustice, expand opportunities for underserved communities, extend racial and ethnic understanding, and explore social interactions in a culinary and networked environment. *InterActions* is once again pleased to present the work of authors who offer new approaches and challenge us to critically examine the purpose, practice, and organization of education and information institutions across diverse milieus.