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Spring 2016 Editor's Note

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This issue represents the breadth of research extant across Education and Information Studies. One of reasons InterActions is so unique, is a commitment to interdisciplinary work and critique. As evidenced by the subject matter and methodologies employed by the authors in this issue, this tradition is alive and well.

Stein discusses the ethics of internationalization efforts. As financial pressures and scarcity loom large for educational institutions, these efforts can be posed as palliative measures alongside a rhetoric of diversity. Stein asks us to look beyond the rhetoric to think through the power imbalances that characterize internationalization efforts, as well as our ethical requirements as both educators and administrators.

In an in-depth qualitative case study Sarah Lillo focuses through ethnographic research methods on the social orientation and approaches to rapport building engaged in by one service-learning director at a major research university. Lillo highlights the significance of the relational components of this director's work showing how they were critical in both the framing of the program and in its successes. This case serves to underscore the immense potential of positive rapport and accordingly, calls for more attention to the relational aspects of program facilitation.

Patricia Garcia and Kimberly Scott turn new attention to a gap in scholarship on the mutually constitutive relationship between technology, gender and other intersecting identity categories, including race, ethnicity, class, sexual orientation, and ability. Garcia and Scott argue taking up an intersectional view of technology is instrumental to dismantling the language of objectivity deeply embedded in technological artifacts revealing how categories are integral components of such technologies and by extension of participant in technological initiatives. They conclude with a brief discussion of CompuGirls, a culturally responsive technology program for girls of color, employing it as a case to demonstrate for readers how an intersectional, social constructionist approach to technology education provides a much-need challenge to damaging stereotypes of girls of color and provides a counter-narrative that can empower them to form new and generative relationships with technology.

Next winter InterActions will publish a special issue that is direct outgrowth of a partnership between the journal and the UCLA Graduate School of Education and Information Studies 2016 Research and Inquiry Conference. The R&I conference is an annual event showcasing student work from the Graduate School of Education and Information Studies and Undergraduate Education Minor at UCLA. The theme of the conference held in May 2016 was "Embracing Diversity in GSE&IS Scholarship." InterActions situates our forthcoming special issue, "Embracing and Critiquing Diversity: Papers from the 2016 GSE&IS

Research and Inquiry Conference," in conversation with scholars, activists and artists whose work engages critically with diversity, social justice, and knowledge production in the fields of education and information studies. We look forward to an exciting year!