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Editors' Note

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Editors' Note

Volume 10 Issue 1

A decade ago, students from the Graduate School of Education and Information Studies (GSE&IS) envisioned a cutting-edge research publication representing a new kind of collaboration between students in the Information Studies and Education departments at the University of California, Los Angeles. Today, we celebrate our ten year anniversary publication. *InterActions* has grown to illuminate not only the work of scholars at UCLA, but the groundbreaking, thoughtful, and critical work of academics throughout the world. As both *InterActions* editors and GSE&IS scholar-activists, we remember some of the inspiring and insightful work that has been published, for example: "[*Over-Represented and De-Minoritized: The Racialization of Asian Americans in Higher Education*](#)" (Lee, 2006), which critically examines minority student needs and advances culturally responsive dialogue. [Christine Malsbary's \(2008\) book review](#) spotlights compelling research on the legacy of Indigenous Peoples that prompts us to further our understanding of decolonized methodologies. Notable [featured commentary with Patrick Keilty](#) (2007) affirms the importance of information access and resources for the gay, lesbian, bisexual, transgender, questioning, intersexed and allied (GLBTQIA) community in higher education. As well, [commentary by Verne Harris](#) (2012) celebrates the life and work of one of the most important leaders of our time, Nelson Mandela.

This tenth anniversary issue continues our mission by featuring dynamic research on teacher evaluation—a topic with significant equity implications for both students and educators. Co-edited by our guest editor, Kevin Schaaf, and education lead editor, Melissa Goodnight, the special section on teacher evaluation includes two articles and two literature review that are introduced in the Special Section Editor's Note. These texts explore the impact and complexity of value-added models (VAMs) for the teaching profession and student learning. Collectively, the authors' works depict a wide range of views and encompass their distinct critical reflections on the methodological and philosophical considerations of VAMs for general education and special education teachers. Examining the semantic environment of teacher evaluation, Glory Tobiason's article encourages readers to take a step back from the issue of value-added models in order to gain some perspective on the overall discursive landscape of teacher evaluation. As Kevin writes in his introduction to the section, these special section pieces do not shy away from the compelling issues or the messiness of teacher evaluation—they encourage the reader to simply "dive in!"

In addition to the special section, this issue features two important pieces from Andrew Schrock and Nicole A. Cooke that address contexts and communities of learning. In "Interpreting Hacking as Learning: Culture of a Hacker and Maker Space," Schrock examines a community hacker and maker space in Southern California. He illustrates an emerging learning culture with its own values, challenges, assumptions, and how we might learn from their experiences. "The Spectrum Doctoral Fellowship Program: Enhancing the LIS Professoriate," Cooke surveyed participants in the well-known Spectrum Scholar Initiative in American Library Association graduate programs. This case study represents the first qualitative evaluation of the program from the first class of

spectrum scholars and represents the significance of research and praxis. The articles and the special section demonstrate how *InterActions* authors are scholars, researchers, and activists.

As part of celebrating this decade milestone for the journal, members from our Student Advisory Board convened and revisited the mission, aims, and scope of *InterActions*. We have revived these founding documents to echo the current directions of our collective fields and research orientations. These new documents highlight our commitment to scholarly development and emphasize again our dedication to scholarship concerned with pressing social justice issues.

By touching upon the communities, practices, models, and values that cut across contemporary learning environments, each of these exciting pieces of research exhibits emerging perspectives for the coming decade. Thank you for following our journey as a journal and supporting scholarship that necessitates change.

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