

Editorial for the Second Volume Issue 1 of the Journal of Educational Impact

It is with great excitement that we present the third volume of the Journal of Educational Impact. This issue brings together three distinctive studies that demonstrate the breadth and depth of educational research as it relates to culture, equity, and the lived experiences of learners and educators. Each article underscores the transformative potential of education when it affirms identity, centers marginalized perspectives, and responds to the challenges of our times.

The first article, “The Choctaw Nation Princess and Royalty Program: Cultural Education in Choctaw Culture and Tribal Identity” by Sebahattin Ziyank and Steven Aicinena, examines a program that has received little scholarly attention yet plays a vital role in the transmission of cultural knowledge. Through qualitative methods, the authors highlight how the Choctaw Princess and Royalty Program functions as a site of cultural education, strengthening identity and modeling leadership for young women. This study not only enriches our understanding of indigenous education but also demonstrates how tradition and contemporary forms of representation can work together to sustain cultural identity.

In our second article, “Exploring the Perceptions of Underprivileged High School Students towards Remote Online Learning During the Pandemic” by Michael Kuran, Jason Rhode, Ximena Burgin, and Niyazi Ekici, the focus shifts to a global educational disruption: the COVID-19 pandemic. Using a mixed-methods approach, the authors amplify the voices of underprivileged high school students navigating the sudden shift to remote learning. Their findings underscore the critical role of social presence and connection in fostering engagement and success in online environments. This study is a reminder of the importance of listening to students’ perspectives in shaping inclusive and effective educational practices.

The final article, “Integrating Marginalized Voices into History Education” by Dalson Gunter, brings forward a compelling call for culturally responsive teaching in history classrooms. The article explores how educators’ self-efficacy and perceptions of school diversity climates directly influence the inclusion of marginalized histories—such as LGBTQ+ and Latinx narratives—into curriculum. The author argues for a fundamental rethinking of teacher preparation and curriculum design to ensure that diversity and inclusion become central objectives in history education.

Together, these three studies illustrate a common thread: education as a vehicle for cultural affirmation, equity, and transformation. From Native American cultural programs to pandemic-era classrooms to inclusive history education, this volume highlights the diverse ways in which educational research can have a real and lasting impact.

As editors, we remain committed to publishing work that not only advances scholarly conversations but also speaks directly to educators, students, and communities seeking to make education more just, inclusive, and impactful.

Sincerely,

Mehmet Soyer, Ph.D

Editor-in-Chief

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