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Visual Learning: A New path for *JMER*

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Cover Page Footnote

About the Author:

Patricia Velasco, EdD, is retired from Queens College, CUNY, where she was an assistant professor in the Department of Elementary and Early Childhood Education (EECE) and coordinator of the Bilingual Education Program. Her research interests include the development of metalinguistic awareness and its role in biliteracy, teacher education, and understanding the language and educational ideologies of Indigenous Mexicans living in NYC. In 2012, she coordinated the work for NYSED Home and New Language Arts Progressions that were part of the Bilingual Common Core Initiative. Patricia co-directed a project for NYSED creating practices for multilingual learners facing the demands embedded in the New Generation Learning Standards.

Media Review Introduction

Visual Learning: A New Path for *JMER*

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This issue represents a new beginning for *JMER*. As we all know, the influence of videos and social media on our everyday culture is undeniable. With digital videos continuing to gain popularity, it seems only natural that this familiar and widespread platform should extend into the education system. Thanks to Tatyana Kleyn's contribution in this area, *JMER* has taken the step of reviewing videos for the first time - the videos that she has produced and directed. Kleyn's videos depict immigrant lives in different facets. We hear the voices of the parents, and their children. They speak directly to us, explaining the perils of their situation but also evidencing their resilience and determination to create the best future for their children. The video collection also highlights the importance of empathic teachers who know how to tap into the rich cultural and linguistic capital that multilingual/multicultural students bring to our classrooms.

Immigration to the United States can be a story or a lived experience that always spreads across time and covers thousands of miles. We are all familiar with the variety of faceless government agencies that collide with a tapestry of hopeful, determined, and often desperate petitioners. Kleyn's videos help us dig deeper into the different lives that immigrant students integrate, as they navigate different educational systems, two or more languages, different cultures, and complex school systems with their embedded challenges.

Our intent is to expand the dissemination of scholarly work related to multilingual education through the rigorous and critical examination of media productions in this area. The initial review, written by D'Andrea Martínez, opens a door to have scholarly discussions about this video collection where professors, parents, and immigrant and non-immigrant students can watch it and participate in conversations about the educational implications of the authentic images depicted in the videos. D'Andrea Martínez' review can introduce pre-service and in-service teachers to this indispensable resource that may deepen their knowledge about multilingual students' backgrounds, and to foster dialogues around immigration to pave the way for building a positive classroom culture.

As *JMER* editors, we are proud and excited to introduce the review of educational media as a venue for critical and scholarly thought. D'Andrea Martínez wrote a review of Tatyana Kleyn's videos with elegance and much insight that showcase the complex and rich lives of immigrants and the value of visual learning.