***in education* Volume 31, Number 3, 2026 Autumn [Special Issue]**

Editorial

Kathleen Nolan, *University of Regina*

Welcome to the third and final issue of *in education* for 2026, and to our second Special Issue of the year! In this issue, we are pleased to present a focus on **Socioscientific Issues in Education: Voicing Canadian Perspectives**, guest edited by Latika Raisinghani (University of Winnipeg), Ellen Watson (Brandon University), and Lilian Pozzer (University of Manitoba).

As Editor-in-Chief of *in education*, I have appreciated working with these three dedicated and inspired scholars over the past few months. The four articles, two essays, and two book reviews in this issue bring to life for the reader the significance of socioscientific issues (SSI) in educational contexts, with editors and authors posing key questions about how science educators can embrace teaching and learning through/with/about SSI. As the trio share in their editorial, "identifying and addressing SSI is crucial for cultivating critical scientific literacy, promoting responsible citizenship, and ensuring social and ecological justice."

This special issue is only one of the notable developments marking the 2026 publication year. Over the past months, the journal has undergone significant transitions, including the departures of Valerie Triggs, our former Co-Editor-in-Chief, and Marzieh Mosavarzadeh, our former Managing Editor. Both colleagues made invaluable contributions to the journal, and their absence is already felt. At the same time, this year has also brought new beginnings. We are pleased to welcome Hui Xu, doctoral student at the University of Regina, as the journal's Managing Editor and Luiza Magajewski, from the University of Regina's Research IT Support (RITS) team, as our new Production Manager. We also welcome new faces to our journal's Editorial Board: Associate Editors Katia Hildebrandt, Twyla Salm, and Brittany Tomin and Consulting Editors John Hoben (Memorial University of Newfoundland) and Constantinos Xenofontos (University of Agder, Norway). Thank you all for stepping forward in service to *in education*!

Returning to the special issue herein, I extend my deepest appreciation to guest editors Latika, Ellen and Lilian, and to all the authors whose articles, essays, and book reviews appear in this issue. Their collective work has allowed *in education* the opportunity to showcase vital and thought-provoking scholarship on socioscientific issues currently being voiced by Canadian scholars.

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