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In order to showcase student work from the Graduate School of Education and Information Studies and Undergraduate Education Minor at UCLA, the now annual Research and Inquiry Conference started in 2014. In its continued success it has featured interdisciplinary, challenging and radical work from within the school, providing students with opportunities to expand the boundaries of the work. We are lucky enough to feature two articles that were first presented at the 2016 Research and Inquiry Conference in this issue including Mary Senyonga and Britt S. Paris and Jennifer Pierre's pieces.

At the intersection of Critical Race Studies, Fat Studies and Gender Studies, Mary Senyonga provides a critical examination of how black women come to understand racism and weight based discrimination in schools. Furthermore, her article "Microaggressions, Marginality, and Mediation at the Intersections: Experiences of Black Fat Women in Academia," highlights the way black fat women negotiate their race, gender and body size in educational settings and find empowerment. Using an autoethnographic narrative and a qualitative online survey to gather counterstories, Senyonga is able to portray the complexities of marginality for black fat women. As the data demonstrated, the instances of verbal and non-verbal assaults perpetrated by peers deriding black fat women as abject often contained gendered subtext about body size. Ultimately, Senyonga argues that body size needs to be taken into consideration by scholars studying microaggressions.

"Naming Experience: Registering Resistance and Mobilizing Change with Qualitative Tools," Britt S. Paris and Jennifer Pierre lay out the conceptual frame for a new project. Their work deploys data in service of social justice and resistance in novel and meaningful ways. In order to counter the troublingly prevalent police harassment of students and faculty at the University of California, Los Angeles in their piece Paris and Pierre propose a new tool that is easily accessible, understandable and deployable for diverse community members to better record and report such incidents. They draw on a review of literature across disciplines including information and archival studies and critical legal storytelling in order to develop this mobile tool that opens the vital possibility of simultaneously collecting and disseminating of these narratives detailing police harassment incidents as a way to meaningfully channel such expressions in order to shape discourse in a way that mobilizes positive social change.

In his article "Listening for What is Being Asked: Understanding LGBT* Student Interactions with Student Affairs Professionals," Conor McLaughlin presents the findings of a qualitative study about the possibilities for transgressive teaching methodologies for student affairs professionals. In addition, the study includes the effect of student impressions concerning the race, gender, identity and sexual orientation of student affairs professionals might have on their level of engagement and connection.

We also feature two outstanding book reviews in this issue. Katherine Maldonado's book review of *Catching a Case: Inequality and Fear in New York City's Child Welfare System* by Tina Lee and Seth Erickson's book review of Matthew Kirschenbaum's book *Track Changes: a Literary History of the Word Processor*.

We were lucky enough to host a symposium on Big Data in Education and Information Studies this February. The symposium featured work from within and outside of the UCLA community

and expressed the wide range of orientations and methodologies with which to analyze, use or critique “big data.” We look forward to using this symposium as our jumping off point for our Spring issue.

Until Spring,

Your Editors: Marika Cifor, Lauren Ilano, Christine Vega, Stacy Wood