

Editorial

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Abstract

This editorial provides a brief introduction of the two new English co-editors of the CJNSE, Dr. Kirk Perris and James Corcoran, a positioning of graduate students as central in the expansion of educational research, and a brief description of two research studies, four position papers, and one literature review contained in this issue.

An introduction from the new Co-Editors of the CJSNE (English)

Greetings readers of the Canadian Journal for New Scholars in Education. We are excited to publish our first issue as Co-Editors of the CJNSE. To introduce ourselves, we offer short biographies.

Kirk Perris earned his PhD from the University of Toronto in 2012. Kirk's study focused on the implications of policy and curriculum for online learning at the national Open Universities of India and China. Kirk's research interests include comparative education, educational technology and higher education. Kirk comes to the CJNSE with experience in publishing as an author, editor and reviewer (currently a reviewer for *Curriculum Inquiry*). He hopes to widen the scope of the CJNSE by including articles that reflect a greater differentiation of educational research in Canada. Kirk currently resides in Toronto and works as an independent consultant.

James Corcoran is a senior doctoral student in Language and Literacy Education at OISE/University of Toronto currently writing his dissertation on the topic of academic writing for publication. James' broader research interests include (L2) academic writing, the spread of English as a lingua franca, and (international) language teacher education. James brings to this co-editorship reviewing and editing experience with online journals along with classroom experience teaching academic writing for publication to graduate students. He hopes to build on the foundational practices of peer mentorship at the CJNSE while working with emerging scholars in their initial writing for publication endeavours. James lives, works, and writes in Toronto.

Like much of the graduate student process being journal editors involves learning while doing. Having come to the CJNSE with experience in editing and publishing, fusing these together into a full-fledged journal has been an arduous, but stimulating task. We are fortunate to work with a group of excellent collaborators who keep this journal afloat and maintain its rigour as part of the educational research space in which we all aim to advance. Gratitude is extended to our colleague and editor (French) Dany Boulanger, and the journal advisory board that includes Dr. Kelly Edmonds, Dr. Candace Schlein, and Maryam Wagner. We would also like to thank our roster of reviewers, review mentors, copy editors, senior reviewers Dr. Candace Schlein and Dr. Giuliano Reis, and senior copy editor Xiaoxiao Zhang. Finally, we would like to also extend our gratitude to the CGSSE for sponsoring the journal and to Judy Powell at University of Calgary for hosting the journal's website.

The Canadian Journal for New Scholars in Education:
The Role of Graduate Students in the Expansion of Educational Research

Educational research in Canada has evolved and expanded tremendously since the 1950s when compulsory age requirements in formal education were made law (Oreopoulos, 2005). Achieving universal access in K-12 education and mass enrolment in tertiary education widened opportunities for scholars to pursue other areas of inquiry. Studies into early childhood education (Friendly, et al., 2001, Prochner, 2009) and adult education (Selman, 1991; Selman, 1998) are examples of subsequent differentiation and demonstrate the successful transition and impact of research into/on practice. Lesser known areas such as queer theory (Dickinson, 1999; Callaghan, 2007), aboriginal education (Kirkness, 1999; Battiste & Barman, 1995), and second language acquisition (Cummins, 1981, Norris, 2007) are examples of research areas recently gaining more traction in the field. They build on – or stimulate – progressive trends in educational research and act as a positive reminder of Canada’s celebrated diversity.

Amidst these trends it is important to situate graduate students as central figures in pushing educational research in new directions. Growth in domestic and international enrolment in Canada’s graduate education programs has injected new ideas into conventional research and re-purposed established theory with novel interpretations.

The Canadian Journal for New Scholars in Education aims to publish and disseminate such changes through the work of young scholars, all of whom are current or former graduate students from Canadian universities. Through an open access platform, a wide audience may access articles that range from book reviews to research studies. As evidenced in the current issue of the CJNSE, the coverage of topics is broad and novel. In this issue we hope you will find stimulating articles that are unique in outlook and approach, articles which continue to push the boundaries of differentiation in educational research in Canada.

In this Issue

The first article summarized in this overview is a reflection piece from graduate student experiences. Aubrey Hanson, Susan Beierling, Eelco Buitenhuis and Kimberley Grant add a new interpretation to Pinar's "Currere" by sharing four reflections on their early journeys through doctoral training. Aiming to "move toward transformative self-growth," the authors justify the importance of "Currere" as both a personal - as Pinar initially articulated - and a collaborative process. Reflection is also the focus of the article by David Costello. Reflecting on personal experiences teaching reading in elementary classrooms, the author demonstrates the potential of reflective teaching practice on improving teaching and learning outcomes when teaching literacy skills to children. Erin Shryer's piece follows with a focus on young children's literacy. The author carries out a modern literature review of the efficacy of educational television programs and contends that the recent literature supports the possibility of educational programming providing the basis for improved early learners' reading outcomes. The article by Jan-Michael Charles is another classroom-oriented article that takes on an age old philosophical debate around instructivist vs. constructivist pedagogy, highlighting a contemporary philosophical perspective that suggests an "assimilationist" approach may provide educators and researchers with fruitful pedagogical and research opportunities.

In a distinct article, Kathy Kortes-Miller argues for a more comprehensive and integrated approach to death education in all forms of education. The author contends that from an early age it is imperative that false or superficial portrayals of death – as disseminated by media – be addressed in formal curriculum with the belief that in educational spaces "learning about death promotes quality of living."

The other two articles in this issue focus on the advancement of minority group educational perspectives and attainment. Dawn Wiseman reflects on the impact of Self-Study of Teacher Education Practices (S-STEP) for graduate students transitioning from being teachers to being teacher educators. She argues that the inclusion of indigenous perspectives on teaching and learning may inspire a "deeper theoretical engagement" for doctoral students when learning about becoming teacher educators. Finally, Christina Kwiczala describes and interprets the effectiveness of a community-based program entitled, Ready, Set, Learn (RSL). The author argues that the program is a successful example of combating challenges faced by Portuguese-Canadians in educational attainment in formal schooling.

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