

# Ten Years of CJNSE

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## Looking Back

In the inaugural editorial by the Kelly Edmonds, founding editor of the *Canadian Journal for New Scholars in Education (CJNSE)*, she noted that her “intent was to create a place to showcase graduate student work, to provide a publishing experience for graduate students, and to create a forum for connections and networking.” Now in our 10<sup>th</sup> year, *CJNSE* continues to fulfill these aspirations. The current issue contains the largest collection of articles within a single issue, representing a diverse array of scholarship including research studies, position papers, literature reviews, and book reviews. While our authors gain valuable experience in academic publishing, our reviewers and copyeditors (the most we have ever required) gain valuable insight into aspects of the publishing process that elude formal academic training. In creating a forum for connections and networking, *CJNSE*'s open-access, non-masked peer review process allows for emerging scholars to be easily connected to more experienced researchers and writers. It is my hope that this issue continues *CJNSE*'s rich history of supporting high-quality scholarship and mentorship for emerging researchers and writers from across Canada.

## In This Issue

Containing four research studies, four position papers, two literature reviews, and three book reviews, this issue represents the diversity of research that exists among emerging scholars in Canada. Alves and Maich bring forward the voices of parents who took part in behaviour intervention services for young children with autism spectrum disorder. Blackman examines a doctoral dissertation written as detective novel and offers literary and artistic insights for graduate students to take forward into their own dissertation. Brubacher examines the intersection of educational policies, emerging print literacy, and newcomer Canadians. Caldararu explores the phenomenon of unpaid student practicums and their impact on learning, hidden curriculum, and movements for social change. Downey argues for the need for an alternative model of scholarly engagement, specifically for the need for locally engaged public intellectuals. Goegan, Le, Rioux, and Daniels examine the individual, environmental, and technological factors that support the use of assistive technology by postsecondary students with disabilities. Hardware provides an insightful review of a book aimed to support the capacity of English Language Arts/Literacy researchers, teachers, and educational administrators for valid and reliable observational evaluations. Huang examines differing conceptualizations of children and childhood in relation to curriculum, pedagogy, and teacher-student relationships. Lorenz reviews a trio of writing guides for scholars of all career stages, each examining a different aspect of the writing process. Massouti provides a thorough literature review on teacher education for inclusion, arguing for the reconsideration of the concept of inclusion within teacher education programs. Paterson interrogates the effectiveness of professional learning communities within a school district. Patrick critically examines the role of student unions within the political landscape of Canadian universities. Yan provides a systematic review of the conceptualization and operationalization of accountability within Canadian K-12 education systems. Each article offers a nuanced perspective on different facets of Canadian education, and taken together, illustrate a rich landscape of education research.

## Acknowledgements

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## Authors

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### **Senior and Associate Copyeditors**

Thank you to our senior and associate copyeditors for ensuring all manuscripts were ready for final publication. Senior copyeditors include Amir Rasooli (Queen's University), Christopher Eaton (Western University), Ellen Watson (University of Alberta), Joanne Struch (University of Manitoba), Majid Nikouee (University of Alberta), and Summer Cowley (OISE/University of Toronto). Associate copyeditors include Mohamed Kharbach (Mount Saint Vincent University), Addyson Frattura-Kampschroer (University of British Columbia), Clarissa de Leon (Queen's University), Jackson Pind (Queen's University), Taylor Ellis (University of Manitoba), and Aide Chen (Western University).

### **Associate Editor**

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### **Editorial Board**

Drs. Candace Schlein (University of Missouri-Kansas City), Lindsay Gibson (University of Alberta), and Krista Ritchie (Mount Saint Vincent University), thank you for your guidance and support.

## **ABOUT THE AUTHOR**

*Andrew Coombs* is a doctoral student in the Faculty of Education, Queen's University. His research examines how early career experiences shape teachers' attitudes, literacy, and competence in classroom assessment. He is part of the Classroom Assessment Research Team and serves as a Graduate Student Representative for the Classroom Assessment Research Special Interest Group within the American Educational Research Association (AERA). If you would like to learn more about his research or would like to contact him, please go to [ACoombs.ca](http://ACoombs.ca)