

Temporal Inquiry Horizons: Valuing New Scholarship

Candace Schlein

University of Missouri–Kansas City
schleinc@umkc.edu

Abstract

In this article, I consider new scholarship and new scholars in education within the construct of the metaphor of new inquiry horizons. In this way, I highlight the great value of new scholarship and underscore the significance of this journal for mentoring new scholars in education with their publishing efforts. As well, I introduce and discuss the articles for this issue in relation to their positioning within the literature in the field of Education.

Introduction

“What we knew at one point in time shifts as the parade moves temporally forward to another point in time.”
(Clandinin & Connelly, 2000, p.17)

Society is changing at a rapid rate. Advances in technology and science throw into question what we had formerly believed to be certainties. As such, we might continually re-examine what we have come to know and when we have come to know things through shifting and tentative lenses. Such continual re-examination underscores the need for ongoing scholarship that supports growth in a variety of theoretical and practical areas.

Likewise, new scholars in the field of Education both exist within and push forward the boundaries of our experiential curricular horizons. The work of new educational scholars builds upon previous theories and practices while paving new ways of seeing and interacting within contexts of teaching and learning. In this sense, they are participants and leaders of education.

In the quotation at the beginning of this article, Clandinin and Connelly encourage us to envision curriculum and instruction, as well as investigations into curriculum and instruction, in terms of the metaphor of a passing parade. They acknowledge that like societal interaction, education is in constant motion. Thinking through the metaphor of a parade, we can see at once that education and research in education necessarily integrates connections among vast groups of people. Teachers, students, school administrators, school board and school district leaders, parents, caretakers, and other community members claim various stakes within the curriculum. These stakes modify the parade of education by providing multi-vocal lenses for participation in teaching and learning. In addition, the passing parade metaphor serves as a reminder of continuity and temporal movement. School life does not necessarily change in erratic and foreign ways. Instead, modifications on school landscapes are built upon past experiences and interactions while cultivating innovative paths that are founded on successful stories of curricular engagement.

That is to say that research in education serves as a bridge between previous ways of examining education and new possibilities stemming from experiences of curriculum that are both rooted in and transcendent of temporal periods. As such, new scholars in education bring to the table a sense of hope for educators, teacher educators, and educational researchers. They highlight imaginative ways of examining past practices and display new ways to move forward with emergent possibilities for ameliorating students' academic experiences.

New Scholarship as a Generation Gap Bridge

In a recent conversation with a group of colleagues who are fellow teacher educators, the topic of societal and technological advances was brought up as a crucial area for professional development. My colleagues commented how the rapidity of changes, especially in terms of technology, is creating a widened and exaggerated generation gap. This perception of a generation gap between teacher educators and their students is a new perspective that is linked to the rate of change in our increasingly global and interconnected societies. Seemingly, this new understanding of a generation gap is related not to differences in age, but to differences in first-hand experiences with technological and global opportunities. For this reason, the term generation gap was utilized to denote students who were born into, or grew up within, a culture of the Internet, Skype, Twitter, Facebook, document scanning, instant messaging, on-line discussion boards, and blogging. The qualifications are not meant to be definitive, nor should they be seen as guidelines for understanding this recent perception of the gap between teachers and students. However, in my discussion with fellow teacher educators, these items were quickly listed as identifiers that differentiated our childhood experiences from those of our students.

Since the metaphor of the passing parade might encourage us to explore the continuity of experiences in education, we might further uncover linkages between our own experiences as children in schools and our perspectives on curricular experiences and interactions as teachers and teacher educators. Such a divergence highlights how a perceived generation gap between teachers and students might impact our teaching practices, as well as our thoughts and beliefs about teaching and learning. Experiences of the passing parade might remain influential, regardless of our current attempts to become familiar with available communicative and educational technologies or our usage of such tools in our work with teachers and student teachers. In this way, one might argue that the difference is not only based on the attainment of technological competence, but of ingrained attitudes toward technology as it pertains to curricular experiences inside and outside of schools.

Some teachers and teacher educators might possess high levels of technological competence, thereby sidestepping the issue of a potential technology, communication, and global-minded generation gap that might be extant in classrooms. Nevertheless, this notion brings to the forefront the great significance of attending to the research, the perspectives, and the experiences of new scholars in education. They might bring to the education table innovative work that builds on previous knowledge and practices. Such scholarship might further enable teachers, researchers, and teacher educators who are already embedded in the field to see new inquiry horizons and to gain insight into new lenses for understanding and engaging in current education. Thus, new scholarship in education is of tremendous value for all people who might claim a stake in the curriculum. It is the work of these new scholars in education that sets the pace of the parade toward the horizon and beyond.

The Canadian Journal for New Scholars in Education/ Revue canadienne des jeunes chercheuses et chercheurs en éducation has been involved in an Editorial Board re-structuring over the last several months. These changes have afforded new opportunities to examine the work that is done with the journal to support new scholars in education. Building on past efforts of the publication and cultivating areas for growth, it was possible to see that the mission of the journal is pivotal for advancing new scholars in education, as well as for providing a platform for new scholarship in education.

This journal aims to engage with authors who are graduate students and recent graduates as a means of aiding them to begin publication careers. In this way, the journal serves to establish new scholars. Furthermore, the journal is a venue for showcasing new scholarship. It is the aim of the journal Editorial Board that displaying the research, perspectives, and experiences of new scholars within an Open Access Internet environment will enable authors to

reach across a broad audience. Consequently, we imagine sustaining dialogues amongst educational researchers and practitioners that continues to shape temporal inquiry horizons.

A Look Inside This Issue

Volume 4, Issue 1 of *The Canadian Journal for New Scholars in Education/ Revue canadienne des jeunes chercheurs et chercheurs en éducation* comprises a varied collection of articles that portray some of the ideas and research of significance to new educational scholars. This issue includes nine English language articles and three French language articles. In re-structuring the journal, we have taken steps to change this journal in ways that are aligned with the bilingual focus and the language equity vision of the journal. For the first time, the Interim Editor of French language manuscripts, Isabelle Lemay, will inaugurate an “Introduction” to the journal in French and provide a discussion of the French language articles that are included in this issue. As the Interim Lead Editor of the journal, I will discuss below the English language articles that are included in this new issue.

In “If dragons ‘would eat’ [sic] pink hearts, that would be ok: Preadolescent boys’ paths to reading,” by Geneviève Brisson, the findings of a study into the reading experiences and perceptions of preadolescent boys is discussed. Brisson highlights connections between role models for reading and reading habits. Moreover, she raises questions of the influence of peer pressure on reading as it pertains to boys during this impressionable stage. The author brings much insight into this topic through the examination of the narratives of reading of her preadolescent boy participants. Brisson brings to light significant issues impacting reading behaviors among youth, and in particular as they relate to young male students, that might be highly informative for improving literacy among male students and shaping reading practices for this group of pupils.

Oksana Babenko, Cecilia B. Alves, and Louise M. Bahry report an analysis of 2006 PISA results in “Using structural equation modeling to investigate students’ career awareness in science.” The authors reviewed the data from the PISA study to establish a model linking science proficiency, science self-efficacy and enjoyment of science, demographic variables, and students’ evaluations of their schooling. Education is increasingly attending to enhancing teaching and learning in the STEM areas. This study provides a strong contribution to this leading educational focus in terms of highlighting factors related to students’ motivations to pursue careers in science.

In “The influence of socio-cultural practices on mathematical cognition,” Gunawardena Egodawatte explores connections between social and cultural practices and mathematical understanding and application. The author constructs a compelling argument via the discussion of several studies that highlight children’s math abilities when they make use of mathematics for real world problem-solving. As a result, this article displays the merit of including practical components to math instruction as a means of making lessons in math more meaningful and more solidly connected to successful student achievement.

Xiaomei Song’s “Exploring academic motivation of Canadian Master’s of Education learners” discusses the findings of a study into the motivation styles of graduate students. Importantly, the author relates a high level of self-determined motivational styles among Canadian graduate students in interaction with the factors of age, and perhaps of related extended life experiences. Thus, this study has broad applications for institutions of higher education concerned with the recruitment and retention of graduate level students. An understanding of the type of motivation exhibited by the author’s graduate student participants may also aid university professors in designing courses and course activities that promote the strengths of their students.

“Windows on faith and freedom: A Muslim woman’s narrative” by Amani K. Hamdan highlights a narrative inquiry into the experiences of a Muslim woman’s experience. Through the use of storied excerpts from discussions with her inquiry participant, the author examines some of the potential complex nuances of female Muslim experiences. In particular, this study focuses on the use of deconstructionist and poststructuralist lenses to explore the perspectives of a Canadian Muslim woman with an Arab heritage in terms of such issues as family, education, cultural norms, and marriage. This investigation contributes to the literature on culture and narrative, and the author brings to light much experiential information that has the capacity to challenge potential cultural misinformation.

In “Motivation in learning English as a Second Language: A literature review” by Naghmeh Babae, the author provides an examination of the literature on motivation in second language acquisition (SLA). In particular, the author engages in a review of the relevant literature in relation to contextual features and varying inquiry frameworks for the studies. As a result, Babae displays possible new ways in which to understand motivation in SLA and lists recommendations for further investigative work and ameliorated educational practice in this area.

Jean Emmerson’s “Finding yourself in school: A literature review through the thematic lenses of identity and music” engages in a unique review of literature on identity development among vulnerable youth through the lens of therapeutic music education. In discussing the literature, the author creates a compelling argument for enhancing music education in schools, such as through the inclusion of music therapists among school faculty and the increased availability of music lessons, band opportunities, and the integration of music across disciplines and subject matters. As such, Emmerson’s work is significant for imaginative re-evaluation of work with students to support their development of identities that enable them to be academically confident and successful

In “Book review of *In dialogue with Reggio Emilia: Listening, researching, and learning* by Carlina Rinaldi,” Farveh Ghafouri considers the pedagogical methods of Reggio Emilia as outlined in the text. The author challenges teachers and researchers to deliberate over some of the key components of Reggio Emilia. In this way, Ghafouri encourages readers to develop themselves professionally in ways consistent with maintaining a primary focus on children in teaching and on schools and schooling as extensions of communities.

In the article entitled, “Taking the leap toward publication,” Candace Schlein and Maryam Wagner reflect on their own experiences with publication as authors and as journal Editors. They consider steps that might be useful for helping new scholars begin their academic publishing careers. The authors constructed this piece in conjunction with a consideration of extended ways to support new scholars in alignment with the goals and values of *The Canadian Journal for New Scholars in Education/ Revue canadienne des jeunes chercheurs et chercheurs en éducation*.

This set of articles encapsulates fertile thought about and inquiry into key concerns in education. Each piece extends inquiry horizons into differing themes, such as motivation, second language acquisition, math instruction, science enjoyment, student identity development, cross-cultural understanding, and writing and publication. Although the articles included in this journal issue assert different perspectives and are directed at varying levels of schooling or target student populations, they also all converge in the sense of hope and new possibilities that they convey. These new possibilities open up spaces to forge new inquiries and undertake new practices as a means of improving teaching and learning, and thereby, enriching students’ and teachers’ school lives. Thank you to all of the contributing authors for your sustained efforts throughout the review mentoring process.

Acknowledging the Work of the Editorial Team in Fostering New Scholarship

It has been a pleasure and an honor to serve as the Interim Lead Editor for *The Canadian Journal for New Scholars in Education/ Revue canadienne des jeunes chercheurs et chercheurs en éducation*. This journal issue marks the culmination of the dedication and fruitful hard work of all members of the Interim Editorial Board team. I would like to thank the journal Founding Editor, Kelly Edmonds, and the former Editor and Associate Editor, Maryam Wagner, for your steady guidance and support during this interim phase of the journal and the shaping of this current journal issue.

As well, I am indebted to all of the members of the Interim Editorial Board Team. I am in awe of the take-charge attitude of all members as we moved swiftly to resume the work of the journal. Each of us recognized the value of this journal in terms of our work in supporting new scholars in education, especially with respect to their writing, editing, and publishing efforts. Our tireless efforts have served to revitalize the journal, establish a robust new issue, and shape new paths to extend the reach and expand the mentoring of new scholars within *The Canadian Journal for New Scholars in Education/ Revue canadienne des jeunes chercheurs et chercheurs en éducation*. I would like send a heartfelt thanks to Veena Balsawer, Hayley Price, Isabelle Lemay, Xiaomei Song, and Dany Boulanger, as well as our journal reviewers and review mentors.

I am also pleased to announce that work is currently underway for the next issue of the journal. The following issue will be managed under the direction of the new Editorial Board team. I would like to take this opportunity to welcome some new members who will be responsible for overseeing various aspects of the mentoring and publication process. The new Editor for English language manuscripts will be Brenna Quigley. The new Editor for the French language manuscripts will be Dany Boulanger. Katie Aubrecht will be stepping in as the new Associate Editor, and Alayne Armstrong will begin as the new Copyediting Manager for English manuscripts and Isabelle Lemay will be the Webmaster. Thank you for agreeing to undertake this important work in the service of new scholars in education. In addition, I would like to thank all continuing members of the journal Editorial Team, including our reviewers, review mentors, and Senior Review Editors. I anticipate that this moment marks the beginning of rewarding scholarly interactions.

References

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