

The Importance of a Supportive Collaborative Culture

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To the Graduate Students Who Made CJNSE Possible

As the Canadian Journal for New Scholars in Education (CJNSE) enters its second decade of existence, it is important to remember the foundation upon which CJNSE rests: a handful of dedicated graduate students. Almost all reviewers, copyeditors, and editors are graduate students who volunteer their time, effort, and insight to support one another. In doing so, they have created a supportive, collaborative culture within CJNSE that actively supports emerging scholars through the publication process. Further, CJNSE continues to be a platform that disseminates the scholarly works of new scholars across the entire spectrum of educational research. CJNSE will continue to do this as long as graduate students across Canada continue to contribute to and support one another. As I step down as Managing Editor, it is with great enthusiasm that I look forward to the next ten years of CJNSE.

In This Issue

Containing three research papers, three position papers, and two literature review this issue represents the diversity of research that exists among emerging scholars in Canada. Victoria Fritz and Tricia van Rhijn explore enrolment patterns of low-income mature students in Canadian postsecondary institutions. Will Burton analyzes the Manitoba high school curriculum to gauge the extent that learners are exposed to environmental content. Mili Saha examines how closely mentoring practices are aligned by mentoring theories during teacher professional development. Jennifer Sparks discusses the needs for parental involvement in higher education to support students in persisting via alternative credential completion pathways. Andrea Antoniuk reviews the evidence supporting learning styles and posits that through evidence-based practices, educators can move beyond learning styles and create learning environments that are more supportive of high-quality teaching and learning. Teresa Anne Fowler outlines the issues with the over-use of self-reflective practices within professional development and how this may perpetuate systemic racism within schools. Jacky Chan explores how the participation in laughter yoga supports the overall well-being of Nishnawbe youth, specifically how the use of laughter has been recognized by Indigenous groups around the world as an integral component of community bonding, social interaction, and communal storytelling. Vander Tavares reviews the relationship between language proficiency and English language learners' experiences in higher education contexts, with specific reference to the role of conversational peer interaction. Each article offers a nuanced perspective on different facets of Canadian education, and taken together, illustrate a rich landscape of contemporary 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

Stephen MacGregor (Queen's University) continues to serve as a phenomenal associate editor. His attention to detail, supportive and inclusive mentoring, and high standards have greatly strengthened all aspects of CJNSE.

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.

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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