

A Network of Emerging Scholars in Education

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The year 2020 has challenged us unlike any in recent memory. These past 12 months have seen the continued spread of SARS-CoV-2, worldwide episodic lockdowns, protests and demonstrations for long-standing social justice issues, and many more local and (inter)national challenges that impelled constant adaptation and systems change. For the Canadian Journal for New Scholars in Education (CJNSE), we have strived to adapt our practices to meet the needs of graduate students studying in Canada. The publication process can be nonlinear and uncertain in the best of circumstances. On the one hand, CJNSE is an academic journal that serves a critical mentorship function for emerging scholars learning to navigate this process. On the other, CJNSE establishes a network of authors, reviewers, review mentors, and copyeditors who make this platform much more than just a journal. In this issue alone, contributors from 22 higher education institutions (19 in Canada and three abroad) share ties through this journal that collectively represent a network of emerging scholars in education. This network enriches the professional growth of not only our contributors and their research and practice communities, but also the wider community of graduate students studying education. Moreover, this network has enabled us to meet the challenges of 2020 with perseverance, innovation, and readiness to engage with local and global challenges in 2021.

In This Issue

There are two streams of articles in the present issue. The first stream features our full-length articles, which herein includes four research studies and two literature reviews. Mainhood explores young women's experiences of barriers in their high school physics education. As a phenomenological study, she "centre[s] young women's spoken stories" and offers recommendations to make teaching practices more equitable and aligned with students' learning needs. Pelletier, Chazan, Goegan, and Daniels examine the extent to which pre-service teachers endorse a growth mindset. A combination of quantitative and qualitative analyses shows that endorsing a growth mindset is not always coincident with accepting its principles in practice. Huang presents lessons learned from a qualitative pilot study investigating mobile assisted language learning. As a precursor to her PhD research, Huang details how the experience provided a critical opportunity to consider "the functionality and suitability of the research design and approach." Lalonde, Dell, and Claypool examine four participants' experiences in an animal assisted activity program designed to promote post-secondary student wellness. Their findings lend support to the potential of such programs in mitigating the mental health concerns reverberating across university campuses. Smith reviews the contemporary literature on the context and effects of interventions designed to support post-secondary academic and professional staff's wellbeing. After conceptualizing and considering workplace wellbeing within the higher education sector, Smith provides recommendations for how post-secondary leaders can promote wellbeing and identifies several topics where further inquiry is needed. Finally, Davis reviews the role of digital technology in citizenship education, organizing the review using the Ontario Ministry of Education's Citizenship Education Framework. Finding the Framework "an excellent beginning towards facilitating the development of democratic citizens," Davis makes a case for greater attention to digital technology in the development of knowledgeable and active citizens.

The second stream emerges from a partnership between CJNSE and the Canadian Committee of Graduate Students in Education (CCGSE/CCÉÉCSÉ). Opening with an editorial from the president of CCGSE, Patricia Jagger, we feature six articles from emerging scholars across Canada. It is with great enthusiasm that I encourage readers to engage with these papers and their authors, as this special issue partnership represents a first for CJNSE and CCGSE.

Acknowledgements

Every issue of *CJNSE* is the result of many dedicated individuals. I want to thank everyone who contributed to this issue.

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ABOUT THE AUTHOR

Stephen MacGregor is a doctoral candidate at the Faculty of Education, Queen's University. His research focuses on how education stakeholders, particularly higher education institutions, can build their capacity in knowledge mobilization to enhance and accelerate research impact. His research draws from the traditions of mixed methods and social network theory in order to model and describe the flows of information and resources in multi-stakeholder networks.