

Weaving the Threads of Education Together: Exploring the Bold, Complex, and Connected Epistemologies of Educational Research

Amirhossein Rasooli, University of Alberta, Canada
Harrison Campbell, Werklund School of Education, University of Calgary, Canada

Educational research is a complex and interwoven web of multidisciplinary scholarship that leverages various epistemologies rooted in multiple fields including philosophy, sociology, psychology, statistics, neurology, linguistics, economics, criminology, arts, and political studies. Educational researchers call upon unique combinations of various epistemologies through their research questions to address the multifaceted nature of educational theory, practice, and policy reflective of the contemporary challenges associated with individuals, communities, and the planet.

The Canadian Journal for New Scholars in Education (CJNSE) welcomes submissions from across various epistemological bases to portray the wide array of educational research issues that graduate students in Canada are investigating. As reflected in the diversity of scholarship in this issue, CJNSE provides its readership with multiple research outputs that can provoke intellectual conversations around what educational research is: an interconnected web of threads that, only when woven together with respect to various epistemological underpinnings, has the capacity to fully tackle the multifaceted nature of educational research topics.

In This Issue

This issue includes twelve articles. **Gardiner-Milln** leveraged a case study of higher education policies in Ontario and Alberta to interrogate Canada's commitment to providing equitable access to higher education within the framework of international human rights. The author critiqued the influence of neoliberal policies in undermining equitable and inclusive participation of all students in postsecondary education within Canada and recommended a reimagined system of management that promotes a more equitable access.

The contemporary interconnected ecological, economic, and social challenges have alerted the need for developing sustainability leaders. **Allen** embarked on reviewing courses and programs on sustainability leadership in higher education within North America, Europe, and Australia in the last ten years and presented practices, skills, and learning outcomes that are needed to develop competent sustainability leaders.

Navigating a doctoral journey is a big undertaking and it gets more overwhelming if a mother needs to nurture a young family and attend to work obligations. Having undertaken these challenges, **Rebek** built on her own experience and empirical research to suggest strategies to maintain positive mindfulness and motivation and to meet various personal, professional, and scholastic expectations.

Given the emergence of digital credentials in higher education, **Piedra** reported on a case study at McMaster University, where students' perceptions of emerging digital credentials were surveyed. The results showed that while students reported some level of uncertainty as to what an open digital badge is and its potential benefits, they recognized the importance of virtual collaborations as a skill-set.

Arney built on a theoretical review to argue for the potential in connecting Work-Integrated Learning and Indigenous Educational Philosophies to promote programs that support experiential learning experiences and person-centered benefits for postsecondary students.

Given the increased international mobility in student enrolment within Canadian higher education institutions, **Mao** reviewed the holistic experiences of students with English as an additional language (EAL) in the first-year composition courses within Canada. The author presented suggestions to support EAL students in academic writing from a holistic lens.

While the outlined six studies examined topics in higher education, the following three studies focused on reconceptualizing curricula and school to address unique challenges in K-12 educational contexts. **Noreiga** drew on a review of international theoretical perspectives on rural education to examine the challenges associated with rural

education in Trinidad and Tobago. The author offered initial steps for revision of curriculum and educational agenda for rural schools to tackle the unique challenges associated with rural communities in Trinidad and Tobago and globally.

Farrell drew on a critical review of the literature to promote a reconceptualized understanding of food literacy. The author argued for expanding the conceptualization of food literacy from solely focusing on food skills and nutrition knowledge to recognize the broader sociocultural, political, and economic environments conducive to access to healthy food systems. The implications for this reconceptualization translate into developing curriculum for educating students about food literacy.

Farmer presented a qualitative case study exploring the underpinning reasons for three educators to leave a state-sponsored school to establish an alternative school in Québec. The participants reported the gulf between their personal beliefs and organizational agenda, lack of collegiality among colleagues, and inability to provoke change in the school as reasons for leaving. The participants however articulated encountering some of these challenges even in the alternative school.

The next three studies reported on research on various educational practices. With the increasing global challenges and the need for learners' autonomy in learning to navigate these challenges, **White** presents a comprehensive lesson plan to educate students about identifying misinformation and fake news in media.

Albishi qualitatively interviewed 14 educators in an elementary school in Saudi Arabia to identify factors that motivated them intrinsically and extrinsically. The participants reported religious beliefs, connections with colleagues and students, and sense of pride in student success as rationales for their intrinsic motivation. Extrinsic motivation sources included job benefits, awards, and proximity to family.

Campbell & Madsen explored the potential for Fiasco, a tabletop role-playing game (TRPG) in promoting literacy experiences. The authors relied on their own experiences and empirical evidence to support the use of TRPGs in the teaching and learning of literacy skills in classrooms.

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Authors

Danielle Gardiner-Milln (University of Manitoba), Hannah Allen (Thompson Rivers University), Jody-Lynn Rebek (Algoma University), Daniel Piedra (Brock University), Noah D. Arney (University of Calgary), Jing Mao (University of Victoria), Alicia F. Noreiga (University of New Brunswick), Pamela Farrell (University of Calgary), Frédéric Farmer (McGill University), Lawrence A. White (Unicaf University), Mahdi N. M. Albishi (University of Prince Edward Island), Harrison Campbell (University of Calgary), Andrea Madsen (Northern Alberta Institute of Technology).

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ABOUT THE AUTHORS

Amirhossein Rasooli: Amir recently received his PhD in Educational Assessment and Measurement at Queen's University. Amir is currently the Killam Postdoctoral Fellow at the Centre for Research in Applied Measurement and Evaluation (CRAME) in the Department of Educational Psychology, University of Alberta. Amir's research focuses on examining fairness and equity in assessment and education contexts within Canada and internationally. Amir's research has been presented and published locally and internationally and has been recognized with multiple awards including Emerging Scholar Award from Classroom Assessment SIG at AERA conference.

Harrison Campbell: Harrison Campbell is a Doctor of Philosophy student at the Werklund School of Education, University of Calgary. His area of scholarship explores the use of theatrical phenomenology in understanding secondary student experiences of literacy. His PhD research has been generously funded by The Social Sciences and Humanities Research Council of Canada, through the Canada Graduate Scholarships (CGS Doctoral), and The Killam Trusts through the Izaak Walton Killam Doctoral Memorial Scholarship.