

Pedagogical Possibilities: Reflections and Research on Changing Classroom Practices and Perceptions

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Educational research exists in a complex interrelationship with educational practices. In many cases, educational researchers struggle to translate research into classroom practices rigorously and meaningfully. When confronted with this challenge, the authors featured here in our Fall 2022 issue strive to build stronger connections between academic literature, educational policies, researcher and teacher reflections, and the classroom.

This call to action has been taken up through the examination of pedagogical practices, explorations of teachers' perspectives, reviews of important literature and books, and explorations of teachers' and researchers' positionalities. The Canadian Journal for New Scholars in Education (CJNSE) is delighted to share our Fall 2022 publications which help to portray unique pedagogical possibilities that strive to change our perceptions of research in classrooms.

As reflected in the diversity of scholarship present in this issue, CJNSE provides its readership with multiple research outputs that can provoke intellectual conversations around each of our core topic areas. Key themes in this Fall Issue contain critical analyses of educational policies, scholarly publication and alternative writing practices, teacher professional development, innovative approaches to assessment, music instruction, and growth mindset pedagogy, as well as supports for students with literacy, post-traumatic, and special needs.

In This Issue

This Fall 2022 issue includes fifteen articles:

Jennifer Ausman contributed a literature review entitled *Sound Before Symbol Strategies and Beginning Band Performance Skills*. Within this literature review, Ausman highlights research that examines the effects of sound-before-symbol teaching strategies on rhythmic skills and awareness in students. Ausman's findings suggest that effective instruction in this area needs to involve melodic and rhythmic patterns that are taught by ear. This review also points out the need for additional research within this area.

Donna Barkman contributed a literature review entitled *Locating Democratic Citizenship in the Classroom: Engaging Canadian Teacher Codes of Ethics in the Quest to Understand What It Means to Teach Democratically*. Within this literature review, Barkman discusses the Canadian teacher codes of ethics through a critical discourse analysis lens. The literature being examined is then used to make a case for moving codes of ethics into greater democratic spaces in order to see them better realized.

Harrison Campbell, Pamela Farrell, Laura Morrison, and Kashif Raza contributed a position paper entitled *Getting Your Work Published: Advice for New and Developing Scholars*. Within this position paper, Campbell et. al. discuss ways of optimizing supports related to academic writing and publishing within academic institutions. Each of the authors comes together throughout the paper to offer advice and considerations to other new and developing scholars. Topics discussed include: building confidence, publishing with peers, understanding diverse journals, developing one's writer's voice, and pursuing diverse publishing opportunities.

Jennifer Cordeiro and Erica Miklas contributed a book review entitled *Book review of Trauma-Sensitive Schools: The Importance of Instilling Grit, Determination, and Resilience*. Within their book review, Cordeiro and Miklas describe this publication as a practical and informational guide for educators working in trauma-informed spaces. The publication is said to draw on foundational theories to offer insights that can be applied to our everyday classrooms. Cordeiro and Miklas recommend this book to teachers at all stages of their practice.

Renee Davy contributed a position paper entitled *Towards a Plurilingual Pedagogy in Foreign Language Education in an Anglophone Creole Context*. Within this position paper, Davy proposes a conceptual framework of plurilingual

pedagogy for teaching foreign languages in Jamaica. Davy also argues that teachers should use plurilingual strategies and textbooks unique to the Jamaican context and receive sufficient training in plurilingual pedagogy.

Bryce Dueck, Jastinne Diaz, Lauren Goegan, and Lia Daniels contributed a research study entitled *Pre-service Teachers' Perceptions of the Focus on Grades and How They Intend to Respond*. Within their research study, Dueck et. al. discuss the debate around the use of grades as a part of formal assessment practices. Their study aims to better understand the focus pre-service teachers placed on grades and how that focus will influence their future practice. Interestingly, the pressure for grading seems to come from beyond the teachers themselves and more so from principals, students, school boards, and parents. This paper examines proposed reductions of focus on grading, with rationale and future directions provided.

Melissa Garrett contributed a position paper entitled *Defining Inclusionary Education: A Review of Recent Literature*. Within this literature review, Garrett explores constructs and perspectives regarding inclusive models of education and how they are implemented globally. Inclusion, as a concept, is placed within the educational landscape prior to instances of success and challenge being articulated. Garrett ends this article with a call to action regarding the promotion of ongoing inclusionary education globally with a particular focus on students and their strengths in the classroom.

Cheyenne Kopinsky contributed a research study entitled *Exploring the Use of Augmentative and Alternative Communication with Emergent Literacy Learners*. Within this research study, Kopinsky explores how augmentative and alternative communication (AAC) influences neurodivergent learners. This study works to build a link between the acquisition of language and literacy for neurodivergent learners and their levels of access to learning tools and intervention supports. While certain benefits are articulated for neurodivergent learners, this study also helps to identify a gap in our understanding of how AAC impacts learners in classrooms.

Shyam Patel contributed a position paper entitled *Writing with the Edge of a Knife*. Within this position paper, Patel discusses what it means to write dangerously from the margins. Intertwined with personal narratives, Patel shares personal experiences with writing beyond pre-determined boundaries. It is hoped that this writing inspires readers to move beyond conventional and traditional writing, and explore outside of the norm.

Zachary Patterson contributed a position paper entitled *Focusing On Mistakes: Pragmatically Implementing Growth Mindset*. After closely reviewing the five principles of growth mindset theory, Patterson uses these principles to inform his design of an error correction activity in an attempt to motivate students to continually make academic achievements. In his argument, Patterson particularly emphasizes the need for teachers to foster a positive error culture in the classroom where students can learn to view errors as a process rather than merely as a result.

Jasmine Pham contributed a position paper entitled *Privatization and the Exacerbation of Educational Inequality in Canada*. Within this position paper, Pham critically discusses the extent to which privatization-oriented policies in Canada's school choice landscape create dangers to Canadian public education systems, student populations, and structural equity. A call to action is sent out through this paper to both educational researchers and policymakers to address the given equity and quality concerns.

Nathan Rickey, Katrina Carbone, Yasmine Dannawy, and Stephen MacGregor contributed a book review entitled *A Review of "Things I Wish I Knew as a Teacher: Reflections of a Retired Principal" By Robert Hamilton (2021)*. Within their book review, Rickey et. al. summarize the book author's main recommendations for both pre- and in-service early career teachers across Canada. The book is said to help bridge the gap between conceptual and practical understandings of teaching. While the insights do possess a strong Canadian contextual component, the book is said to be of value to educational professionals in more international destinations as well.

Tayebeh Sohrabi contributed a research study entitled *Assessing Iranian Elementary Language Arts Textbooks from a Critical Literacy Perspective*. Within this research study, Sohrabi investigates Iranian elementary language arts textbooks through a critical literacy lens. Through an analysis of the words, pictures, and questions used in the textbooks across Grades 1–6, Sohrabi discovers that critical literacy is not adequately covered and/or explained within the material. Possible reasons for this lack of critical literacy are explored, and considerations for future practice are discussed.

Terra Xavier contributed a literature review entitled *Bridging the Gap in Decoding Instruction: From Research to Explicit Teacher Training*. Within this literature review, Xavier highlights research related to the Science of Reading (SOR) and how these theories are being interacted with within preservice teacher education in Canada. Xavier's findings suggest that a greater understanding and appreciation of SOR concepts in postsecondary institutions could lead to more robust program design and greater confidence among new teachers as they strive to teach decoding in their classrooms.

Regan Holt contributed a literature review entitled *What Does Mental Health Mean? An Ecocritical Conceptual Review of an Albertan Curricula*. Within this literature review, Holt identifies some of the hidden conceptualizations of mental health. Informed by critical ecohermeneutics as an approach to researching curricula, she then closely examines the colonial aspects of a mental hygiene movement in Alberta, explains why people's beliefs about mental health have been harmful, and calls for effective steps to reduce the stigma of mental health in educational settings and beyond.

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Harrison Campbell, BE.d, MA: Harrison Campbell is a Doctor of Philosophy Candidate at the Werklund School of Education, University of Calgary. His area of scholarship explores the use of theatrical conventions, such as process drama, in understanding secondary student experiences of literacy. His Ph.D. 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. His MA research titled *Finding What is Real by Making Believe: Performing Student Literacy Experiences* has also been awarded the 2022 Arts Researchers & Teachers Society Outstanding Publication Award.

Aide Chen, BA, MPed, MA: Aide Chen is a Doctor of Philosophy Candidate at the Faculty of Education, Western University. His main research interests include applied linguistics, second language acquisition, language teacher professional development, identity construction and change, and critical approaches to multilingual and multicultural education. His Ph.D. research explores non-native English language teachers' early career anxieties and resilience in post-pandemic times.