

Editorial

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It is with great pride that I introduce the fourth edition of the Canadian Journal for New Scholars in Education/ *Revue canadienne des jeunes chercheurs et chercheurs en éducation*. We received an unprecedented number of submissions for this issue which prompted us to initiate a forthcoming special issue focusing on *Inclusivity in Education*, a theme central to several of the manuscripts. While the special issue has a single theme, this current issue is rich with a diversity of ideas, issues, and topics relevant to education and educators. The issue includes 14 manuscripts comprising research articles, position papers, as well as literature and book reviews.

Ethnographic research is highlighted in three of the articles in this issue. **Matthias Pepin** explores the influence of entrepreneurship in a Quebec school through ethnographic field research involving four students. **Lisa Starr** examines the value of autoethnography as a research methodology and as a tool for exploring identity in education. **Georgann Cope-Watson** and **Andrea Smith Betts** highlight the need for peer support networks in academia, and discuss the imposter syndrome in their autoethnographic study.

This issue also provides three diverse and informative literature reviews. **Kari-Lynn Winters** puts forth a model called, *Authorship as Assemblage*, to explore 'meaning-making' by comparing authorship to quilt-making. **Miwa Takeuchi** researches the opportunities that English language learners have to participate in mathematics classrooms, and how these opportunities are influenced by classroom organization. Finally, **Rick Nelson Noble** and **Marina Dupasquier** provide a critical analysis of a type of behavioural disorder: conduct disorder.

Through their position papers, the authors in this issue present ideas that prompt reflection and re-examination of several areas in education. **Andrew Hodgkins** presents a critical examination of education policy in Nunavut while **Maryam's Navabi** presents her position on policy in her examination of the development of citizenship education in Canada. **Marie-Noël Bêty** connects theory and practice through her application of models of change to science education in primary classrooms. Additionally, Ms. Bêty's article was recognized by the *Association des étudiants de la Faculté des sciences de l'éducation de l'UQAM (ADEESE-UQAM)* as the winner of their *Concours de Vulgarisation Scientifique*. We congratulate her for this accomplishment, and are proud to include her manuscript in this issue. The remaining position paper in this issue is put forth by **Jessy Marin** who examined the influence of gender and writing competence on the quality of writing in collaborative work.

Four book reviews round out this issue. Reviews by **Dorian Stoilescu** and **PJ Rusnak** both address an element of technology in education. Stoilescu provides us with a review of *Unlocking the Clubhouse: Women in Computing* by Jane Margolis and Allan Fisher, while Rusnak discusses B.E. Shelton and D.A. Wiley's edited book titled: *The Design and Use of Simulation Computer Games in Education*. **Steven Khan** simplifies Melanie Mitchell's *Complexity: A Guided Tour* in his review of the book. Finally, **Melodie Wilson** delivers an informative review of *Critically Engaged Learning: Connecting to Young Lives* by John Smyth.

Being editor of this journal this past year has been both a pleasure and a great learning opportunity for me. I have learned from all of the authors who have submitted manuscripts to the journal as well as from the many people who contributed their time and expertise as reviewers, mentors, and copyeditors. In

particular, I would like to acknowledge the efforts of: Shaljan Areepattamannil, Danielle Beckett, Mary Ann Chacko, James Corcoran, Holly Stack-Cutler, Julia Denholm, Ryan Deschambault, Tim Fletcher, Eugenio Graziani, Nicole Green, Sylvie Guignon, Jennifer Hall, Doris Jeannotte, Vaiteur Karwara, Kevin Kester, Sunny Lau, Nadine Laurin, Shane Lynch, Leanna Madill, Steve Masson, Joëlle Morrissette, Marc-Alexandre Prud-homme, Thomas Rajotte, Kathryn Rosnyn, Jennifer Shade-Wilson, Lisa Starr, Bonnie Stewart, Saskia Stille, Bryan Wright, and Joy Kangxian Zhao. I would also like to extend my appreciation to our book review editor, Pavan Malreddy, as well as our senior copyeditors: Zheng Zhang, and Xiaoxiao Du. The contributions of our two senior review editors, Dr. Candace Schlein, and Dr. Guiliano Reis, have been invaluable. My thanks also go to Kelly Edmonds, the founding editor of the journal, who was always available to respond to my queries as I learned to navigate this position.

For educators, it is the month of June that signifies the end of a year. At this year's end, I am stepping down from my role as editor to focus on the next phase of my doctoral program, and provide the opportunity for another graduate student to take on the editorship of the journal. This editorship has been an amazing learning opportunity for me. One of my greatest pleasures this past year has been to work alongside our senior team members: Chris DeLuca (English Associate Editor), Natasha Hudson (Copyediting Manager), and Denis Lemay (French Associate Editor). Each of these people has contributed immeasurably to the success of this issue (and the special issue) as well as to the journal. They have been colleagues on whom I've depended, and from whom I've learned. Regrettably, they are all stepping down from their respective roles for various reasons. I will share that one of the reasons that Chris is leaving is because he's no longer a graduate student; congratulations Dr. DeLuca!

I will close out this editorial by introducing the incoming team members. Craig MacDonald will be the new editor of CJNSE/RCJCÉ. Craig is a doctoral student at the University of Prince Edward Island. We have already had many opportunities to talk about the journal and new directions for its continued success and growth, and I'm excited to have the opportunity to work with him. Isabelle Lemay of L'Université du Québec à Trois-Rivières will be the new French Associate Editor, and I will continue to stay involved in the journal by assuming the position of English Associate Editor.

I thank you for your support and feedback (and sometimes patience!) this past year. I welcome the new team members and wish them great success. Merci!