

Perseverance and Higher Education in Canada

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Resiliency and Community

The publication of this issue of the Canadian Journal for New Scholars in Education (CJNSE) is seen against the backdrop of the SARS-CoV-2 pandemic. In consonance with the Greek origins of the term pandemic — *pándēmos*, meaning “of all the people”¹—the social, economic, and health impacts of this novel strain of coronavirus are felt by all. The community of graduate students spanning all fields of educational research in Canada is facing challenges that far outstrip those more familiar to higher education (e.g., the pressure to publish, building a professional network). For many, the uncertainty currently pervading all aspects of life in Canada has meant pausing or redesigning data collection, adapting to the rapid shift to online course delivery, redefining program completion timelines, finding new ways to cultivate personal well-being and the well-being of loved ones, and countless other challenges. However, from my perspective as the Managing Editor of CJNSE, it is not the hardship precipitated by these challenges that will characterize us; it is our resiliency and sense of community. In all aspects of preparing the present issue, the authors, reviewers, and members of the Editorial Team never wavered in contributing their limited time and great enthusiasm in supporting each other's professional learning.

In This Issue

This issue of CJNSE features two research papers, three literature reviews, and one position paper, each demonstrating the high level of rigour and attention to detail characteristic of emerging scholars. Britney M. Paris explores the relationship between the level of learners' language proficiency and the effectiveness of direct and indirect written corrective feedback in addition to their affective responses to and perceptions of feedback. Qingna Jin and Mijug Kim utilize a qualitative case study design to explore how argumentation can emerge as a form of social practice within the context of a Grade 5/6 science classroom. Salsabel Almanssori reviews the development of feminist pedagogy, focusing on both teaching practices as well as the social structures and political dimensions of education. Alexis Boudreault and Julie Lessard review the theory of behavioural cusps and describe its relevance for supporting teachers in the management of students' externalizing behaviours. Ling Li and Antoinette Doyle review the extant research on practices that enhance students' reading motivation, with specific attention to electronic-text reading. Rawia Azzahrawi considers how multicultural and anti-racist pedagogies offer an inroad to decolonizing education and developing more cohesive and productive communities. The diversity of topics in these articles reflects the diversity of the education ecosystem in Canada.

A New Position Within CJNSE

In addition to highlighting the articles published in this issue, I want to communicate the creation of a new position with CJNSE: the Equity, Diversity, and Inclusion Advisor. The purpose of this new position within CJNSE's Editorial Team is to foster a welcoming and supportive scholarly publishing experience for graduate students studying at Canadian post-secondary institutions. There is growing recognition that addressing issues of equity, diversity, and inclusion within the sphere of higher education will require awareness of and representation from diverse cultures and identities. We believe that scholarly publishing is not exempt from this condition. The primary responsibilities of this new position are to support (a) the development and enactment of best practices for ensuring that CJNSE's communications reach and respond to the needs of the audiences it serves, (b) the expansion of CJNSE's roster of peer reviewers, with an awareness that in the selection of reviewers, intuitive, informal, and practical ways of knowing can merit equal regard to academic ways of knowing; and (c) the representation of voices from communities that have been excluded from or marginalized by traditional sites of knowledge production. The inaugural term of this position is held by Jacob DesRochers, a PhD student at Queen's University studying sexuality and health education within conservative communities of faith. Jacob brings a wealth of expertise in supporting students studying in Canadian post-secondary institutions through experiences as the Graduate Student Research Lead for the Queen's Faculty of Education Equity, Diversity, and Inclusion Committee; as a graduate student

¹ <https://www.merriam-webster.com/dictionary/pandemic>

representative for Queer Studies in Education, a special interest group within the Canadian Society for the Study of Education; and as an Ethics Reviewer on the Queen's Faculty of Education's review board. Alongside the considerable expertise and efforts of other members on the CJNSE Editorial Team (Associate Editor, Senior Copyeditors, Associate Copyeditors), this new position ensures that CJNSE is equipped to serve graduate students in Canada.

Acknowledgements

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Authors

Salsabel Almansori (University of Windsor), Rawia Azzahrawi (University of Manitoba), Alexis Boudreault (Laval University), Julie Lessard (Laval University), Qingna Jin (University of Alberta), Mijug Kim (University of Alberta), Ling Li (Memorial University of Newfoundland), Antoinette Doyle (Memorial University of Newfoundland), and Britney M. Paris (University of Calgary).

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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.