

# Supporting Graduate Students and Emerging Scholars in the Field of Education: Insightful Work Shared at CCGSE

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Supporting the work of graduate and emerging educational scholars in Canada is no small task. Particularly in these turbulent times when socio-academic pressures seem to mount, many of these scholars may experience added difficulties in establishing themselves, connecting with peers and colleagues, and enhancing research skills. Capable organizations and communities, therefore, should initiate supportive processes and find ways to address some of these pressing needs.

The Canadian Journal for New Scholars in Education (CJNSE) and the Canadian Committee of Graduate Students in Education (CCGSE) gladly share responsibility in this important work. Through the personal mentoring of the peer review process at CJNSE, and the annual CCGSE conference sessions, graduate students and new scholars are provided ways to network, collaborate, share, and grow as they disseminate their work.

This Special Issue showcases a selection of articles drawn from the 2022 CCGSE conference sessions. We hope through this shared venture that our members and authors are able to experience the best of both associations in their academic roles—helping scholars take their work through a conference and into publication.

Having the pleasure of reading the articles in this Special Issue, we were able to consider the ways in which these otherwise disparate manuscripts resonate. Topics discussed include navigating discourses and creating transformative pedagogical practices for Black youth; reframing the intercultural knowledge of leaders in ESL/EAP contexts and the influence of school leaders impacting sexual and gender minority students; as well as understanding and supporting the academic performance of immigrants, the decision-making processes of new academics, the design and implementation of a global innovation lab, and the state of artificial intelligence in school curricula. Together, these articles provide new directions for practice, pedagogy, and policy.

## In This Issue

This 2022 special issue includes eight articles:

**Tessa Troughton**, contributed a research study entitled *Elementary School and Spelling Bees as Sites of Struggle: Akeela and the Bee*. In reading the 2006 film “Akeela and the Bee,” Tessa provides an analysis of the language and literacy representations through the lens of Gee’s definition of discourse and Verdoodt’s notion of a Pygmalion film. The article concludes by reiterating the importance of critical attention in developing students’ literate identities, and supporting them in making informed choices around the intersections of different discourses.

**Derek Martin**, contributed a literature review entitled *Beyond Cultural Self-Awareness: Enhancing Intercultural Learning Among Educational Leaders Through Cultural Field-Awareness*. Derek’s article contrasts theoretical and conceptual models of interculturality, and the ways in which these have been mobilized in recent professional development. Focusing on the implications for leaders in English as a Second Language (ESL) and English for Academic Purposes (EAP) settings, Derek positions how Bourdieu’s concepts can help move the discussion beyond the individual in order to address tensions between the sociopolitical context and authentic leadership practices.

**Wenefe Capili-Balbalin and Stephanie Chitpin**, contributed a position paper entitled *Decision-making of early career academics: The possibilities for the Objective Knowledge Growth Framework*. Early career scholars face numerous challenges as they begin their careers, and making informed choices on critical personal and professional issues is paramount. Wenefe suggests the ways in which a model - the Objective Knowledge Growth Framework (OKGF) - might support these scholars in career decision-making. The article presents how the cyclical and self-directed guide can foster more appropriate and effective choices.

**Karimeh Haddad**, contributed a literature review entitled *Bicultural Identity and Academic Achievement: The Second-Generation Immigrant Student Experience*. In the article, Karimeh closely examines prior research and compares the factors influencing the academic achievement of immigrant generations. This review identifies the effects of acculturation, parental expectations, self-efficacy, goal adjustment, motivation, and control beliefs on immigrant student experience, and the potential for further studies to take these factors into account when generating institutional and pedagogical support.

**Hyacinth Campbell**, contributed a position paper entitled *Hip Hop as Critical Pedagogy: Re-Imagining Education*. Hyacinth presents how hip hop, as a form of Black popular culture, may provide restorative, emancipatory, and anti-racist opportunities when enacted as critical pedagogy. While previous work explores the impact of hip hop of Black youth identity, this article provides a provocation for re-imagining hip hop as culturally sustaining, transformative learning by and for Black youth.

**Ariadne Jevnikar**, contributed a literature review entitled *Supporting Safe Spaces: How School Administrators Shape the School Culture for Sexual and Gender Minority Students*. Ariadne's paper highlights that while previous studies have demonstrated the overall positive effect of Gay-Straight or Gender-Sexuality Alliances (GSAs), there is more to be done when it comes to examining the efficacy of GSAs and how administrators can help or hinder their implementation.

**Li Li**, contributed a literature review entitled *A Literature Review of AI Education for K-12*. In assessing the nascent research, frameworks, and curricular documents, Li describes the importance of engaging students in learning about artificial intelligence (AI). It is argued that contemporary learners, whether as consumers or designers of AI technology, need to receive appropriate education so that they may develop critical skills and learn to interact with AI responsibly and ethically.

**Brkic Tatjana, Yulin Liu, Shah Tejal, and Liangyu Tong** contributed a research study entitled *Global Social Innovation Lab: Theoretical Perspectives*. To examine the role of education theories in designing and implementing innovative digital education strategies, the authors specifically focus on the case of the Global Social Innovation Lab —a lab designed for students from across the globe to collaboratively and creatively respond to global health and wellness problems in COVID times. The authors share their perspectives on the Lab design and implementation and discuss the relationships between lab implementation challenges and educational theories.

## Acknowledgments

*CJNSE* rests on the shoulders of many devoted scholars. We are grateful to the ones who contributed to this issue. We also extend our sincere appreciation for the work of the CCGSE executive teams, past and present, and in particular the tireless efforts of our program co-chairs.

## Authors

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**Harrison Campbell, BEd, 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.

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