

## Foreword

This issue of **Education Matters** is special in many ways. Most importantly, it is special because it highlights the life, work and writings of graduate students from the College of Education at the University of Saskatchewan. Graduate students are an important part of any research-intensive learning institution and “are widely acknowledged, by universities, government bodies and potential employers alike, to be the ‘faces of the future’” (Rose, 2012, p. 6). Notably, the graduate student body is diverse and complex. Students enter programs of study from various fields and for numerous reasons, including career and social elevation. Understandably, these future leaders bring with them untapped knowledges that can benefit their classmates and colleges; as through their differing backgrounds they impact academia through the range of ideas, thoughts, and commentaries they foster within their colleges, departments, and classes.

Graduate studies represent a challenging period for many students as they seek to establish and maintain a sense of belonging within colleges and among colleagues. The many challenges encountered are primarily academic since there is great demand on graduate students to cover “broader scopes of writing (in breadth and in depth) and be able to integrate disparate ideas, synthesize perspectives and extend theory-which demands higher-level construction skills (Ondrusek, 2012, p. 179). Rose (2012) highlighted that one of the major challenges facing graduate student is writing and presenting to different audiences. This writing she contended includes “‘writing short’ as well as ‘writing long’” (p. 7). Not only do these students face challenges with academics and writing but their challenges extend to their personal, economic, social, spiritual and familial encounters. Wiedman, Twale and Stein (2001) contended that for graduate students to succeed in the academy they will need to learn and cope with the not only the academic demands but also “recognize values, attitudes, and subtle nuances reflected by faculty and peers in their academic programs” (p. 2).

Included in this issue is a kaleidoscope of articles, poetry, and art presented in the words and work of a few who have walked the road of graduate studies and others who continue on the journey. **Gemma Porter** through her article *Connecting “The Roots of Society” with Conceptions of Citizenship through Time* examined the connections

between the development of citizenship education in Saskatchewan and representations of the theme “roots of society” presented in the grade 9 Social Studies curriculum guides used in the province between 1971 and the present. Essentially, she explores this connection by examining the development of the theme “roots of society” and the development of conceptions of citizenship. In a similar light, **Momina Khan and Michael Cottrell** *Oh Canada, Whose Home and Native Land? Negotiating Multicultural, Aboriginal and Canadian Identity Narratives* used autobiographical methods to explore and discuss the juxtaposition of personal narratives of children’s lived experiences, with identity narratives held by Aboriginal people and the dominant white society and how these narratives facilitate or impede the affirmation of children’s identity as “multicultural” Canadians. These authors explored the question of how might such a framing lead to positioning minority children in the margins of social and educational contexts.

Reflectively, **Yolanda Palmer-Clarke, Maya Gibb and Carolyn Hossler** write about their experiences as graduate students and the lessons they learned. Palmer-Clarke through her article *Tips for Writing Quality Academic Papers* highlights for readers some rules of engagement for writing that great academic paper. Palmer-Clarke closes her article [list article title here] with a list of resources readers can engage for assistance in writing. **Gibb and Hossler** sought to demystify the graduate student experience through the article *Seven Things I Learned in Graduate School*. **Sarah Keller**, another graduate student, reviews the book *Writing your Journal Article in 12 Weeks: A guide to Academic Publishing Success*. The poetic works of **Momina Khan** are also presented as representation of her experiences as a graduate student and mother. The issue closes with a self-reflective photographic presentation rendered by **Bauer-McLure**.

In closing, the experiences expressed within this issue tell the unique story of lessons learned and to be learned in graduate school. We urge you delve into their stories and lives through prose, poetry and photography. May you be enlightened!

**Thank you,  
Yolanda Palmer-Clarke, Ph.D.,  
Guest Editor.**

## References

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