

Forward

Dr. Nancy Arthur

Professor and Associate Dean Research, Werklund School of Education

University of Calgary

It is my pleasure to introduce the inaugural issue of *Emerging Perspectives: Interdisciplinary Graduate Research in Education and Psychology*. This journal was conceptualized to support graduate students to participate in a culture of research through interdisciplinary collaboration. That idea prompted discussion between graduate students in the Werklund School of Education about the importance of knowledge mobilization and publishing in professional journals. Many students enter a graduate program with little information about the publishing process and the importance of publishing their scholarly work. Rather than viewing academic publishing as an exception for graduate students, I invite the readership to consider knowledge mobilization, in forms such as academic publishing, to be a responsibility associated with conducting research. Yet, many graduate students feel shy or intimidated about the process, mostly due to lack of experience or mentorship.

Launching a new journal takes both courage and leadership. The courage part involved stepping into unknown territory to shape new directions. The leadership part, in this case, involved a few individuals who developed an idea, who expended the effort to bring together colleagues that shared in the vision, who consulted and sought mentorship about how to get started, and who sustained the momentum necessary to move this initiative forward. The idea of a graduate student journal was nurtured to offer graduate students with more opportunities to submit manuscripts through a blind, peer-reviewed process. This would not have been possible without supporting graduate students to learn about the operations and functions of producing an international journal. As a result, the basic idea has transformed into the first issue of an international and interdisciplinary journal focused on graduate student research.

This journal is unique in several ways. First, the journal has been developed by a dedicated group of graduate students who, beyond minimal encouragement and resources, have taken the idea forward in a process that they have designed and implemented. Second, the journal was grounded in education in a broad manner, through recognition of the many streams that comprise educational research. The title of the journal connotes the strong connections between education and

psychology that inform the aims of the journal. As a result, *Emerging Perspectives* is interdisciplinary in scope, offering an important forum for the exchange of scholarly perspectives.

I want to applaud the Editors and editorial team who embraced the vision for the journal and who mobilized other people to develop *Emerging Perspectives*. I also want to encourage other graduate students to get involved through submitting articles or learning about ways to support the journal as a reviewer or future member of the editorial team. These are the kinds of experiences that stretch your learning, help you to expand your professional skills, and contribute to the culture of research. I look forward to seeing the future growth of this important initiative to showcase the scholarly writing of graduate students.