

Introduction to the Special Issue: Proceedings from the 2015 Atlantic Education Graduate Student Conference

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The 4th Annual Atlantic Education Graduate Student Conference was held on Saturday, July 4th, 2015 at the University of New Brunswick, Faculty of Education in Fredericton. It was a privilege to be a part of creating spaces for “communities of learning; producing socially relevant knowledge that is attuned to basic principals of social justice, the respect for human decency and diversity, the rejection of false universalisms; the affirmation of the positivity of difference; the principals of academic freedom, anti-racism, openness to others and conviviality” (Braidotti, 2013, p. 11). The aim of this conference is to promote the sharing of research among graduate students, researchers, educators and communities in the field of education situated within Atlantic Canada. It offers graduate student researchers and education communities an opportunity to come together to engage with varying perspectives on pressing issues, both emerging and ongoing, related to education at all levels, research methods and methodologies, and challenges facing graduate students and educators today. The 2015 program featured presentations from graduate student researchers from all regions of Atlantic Canada and beyond. New to the conference this year were presentations made electronically. The articles in this special issue are selected proceedings from the conference.

In the first article of the special issue, Karla Culligan explores connections between language and mathematics,

focusing on the specific context of teaching and learning in bi/multilingual mathematics classrooms. She also identifies specific issues that researchers of this phenomenon need to consider.

In the second article, Mary MacPhee draws on her own experience as a graduate student in education to argue for the beneficial impact that participation in a pilot research project has for graduate students. She highlights numerous academic, professional, and personal advantages of doing so illustrating her arguments with examples of from her own pilot research involvement.

Next, Nadeem Saqlain presents a case analysis of the use of e-learning to support education in rural settings, focusing on the work of the Centre for Distance Learning and Innovation in Newfoundland and Labrador.

Drawing on her own journal writing from the 1990s to the present, in the fourth article, Sherrie-Lynn Dogurga provides an example of and argues for the use of critical cartography as a way to engage with nomadic subjectivities and knowledges of mothers who are geographically mobile.

In the fifth article, Brittany Jakubiec summarizes a phenomenological study exploring the experiences of women who are both mothers and leaders in academia, in which she found themes related to flexibility and balancing, specific challenges, and feeling a sense of choice and control.

Next, Lisa Weber describes the conceptual framework behind and potential contribution to knowledge of a study of the

impact of an administrator's philosophy of education on the implementation of inclusion programs within schools in Newfoundland and Labrador.

In a methodologically focused article, Brian Beaton describes important considerations for scholars intending to conduct research with First Nations in geographically remote locations. He particularly highlights the potential benefits of using online technologies and participatory action research methodologies for conducting this kind of research.

In the eighth article of these proceedings, Caitie Napodi presents key information for educators and counsellors working with adolescents who have a chronic illness in career development settings. She describes the needs of this population and presents several recommendations for practice.

Amelia Thorpe has contributed an article arguing for increased inclusion of trans*identities in post-secondary education. Focusing specifically on common documents that post-secondary students have to fill out, she makes several recommendations for improved policies and practices.

Next, Agnes Flanagan, Robert Laurie, Lucia Tramonte , and J. Douglas Willms discuss the issue of young children's literacy and Summer Learning Loss, focusing specifically on a summer program designed to prevent this loss, which was implemented in two First Nations in New Brunswick.

The final article of this special issue is a version of the keynote address of the conference. Melissa White presents an overview of some of the key issues that scholars of the

internationalization of higher education are currently grappling with, drawing on her own life experiences and her research on this topic.

We would like to thank all researchers who attended the conference in person and electronically. Both the great response initial calls for proposals and attendance at the conference demonstrate the interest Atlantic Canadian researchers have in coming together to share within regional educational research communities. The conference was made possible by the support of the UNB Graduate Education Students Society and by the support of the Dean of Education, Ann Sherman. We would also like to acknowledge professors within the Faculty of Education at UNB who attended the conference to chair and adjudicate our sessions.

Though there was much excellent research shared at the 2015 AEGSC, prizes for outstanding presentations were awarded for best online presentation to Bahar Haghghat for her paper titled “A Critical Examination of the Dominant Obesity Discourse and its Effects.” Darren Cummings was recognized with a Best Presentation Award for his paper titled “Desirable Queerness: A Critical Queer Autoethnography of Being and Becoming. Kathy Hennessey was recognized with a Best Presentation Award for her paper titled “Les actions pédagogiques qui soutiennent l’apprentissage des élèves en immersion.” The 2016 AEGSC will be held on the July 9th at the UNB Faculty of Education in Fredericton. The conference theme is “Engaging With/in Diverse Roles of Education Across the Life Span.” We look forward to welcoming graduate researchers from across Atlantic Canada and beyond, to present in person and online.

References

Braidotti, R. (2013). *The Posthuman*. Malden, MA: Polity Press.

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