

## **Introduction to the Special Issue: Proceedings for the 2024 Atlantic Education Graduate Student Conference**

A. Katharine Bartlett, Julianne Gerbrandt and Marshall Gerbrandt

We are excited to share the proceedings from the 2024 Atlantic Education Graduate Student Conference (AEGSC), *Innovations in Pedagogy: Navigating the Future of Teaching and Learning*. The AEGSC is a longstanding tradition within the University of New Brunswick's Faculty of Education. Located on the beautiful and bountiful land of the Wolastoqiyik, the thirteenth iteration of this conference brought education graduate students together. In a hybrid format, we listened, learned, and supported one another within a community of emerging scholars.

The AEGSC is planned, organized, and executed by graduate students at the University of New Brunswick in Fredericton and beyond. All presenters contributed their time and expertise by reviewing abstracts in the months leading up to the conference, and each author in these proceedings was engaged in the peer review process by reviewing the written contributions of their peers. By involving fellow graduate students in the conference and editorial processes from start to finish, we hoped to build skills and confidence together.

These conference proceedings are a community effort and a manifestation of that work. In this issue, there are twenty-three articles which raise important questions and speak to experiences and ongoing challenges within education. Taken together, these articles reflect the many different stages and phases of graduate study. In these proceedings, you will find literature reviews, theoretical papers, reflective essays, and critical analyses that shows the learning and growing that occurs during the graduate journey.

Happy reading!

**A. Katharine Bartlett** is a PhD candidate in the Faculty of Education at the University of New Brunswick. Under the supervision of Dr. Paula Kristmanson, her doctoral research explores how teachers experienced the implementation of a literacy initiative in the bilingual (Inuktitut and English) context of Nunavut.

**Julianne Gerbrandt** is a PhD candidate in the Faculty of Education at the University of New Brunswick. Under the supervision of Drs. Karla Culligan and David Wagner, her doctoral research explores how parents support French immersion students as they learn mathematics in French. She is particularly interested in how the relationship between home and school influences the teaching and learning of mathematics in a second language context.

**Marshall Gerbrandt** is a PhD student in the Faculty of Education at the University of New Brunswick. Under the supervision of Dr. Amanda Benjamin, his research explores the formal and informal ways culture is taught, learned, reproduced, and disrupted within the Canadian military.