

Editorial

December 31, 2012

Dear readers,

It is my pleasure to welcome Dr. Rollande Deslandes, from University of Quebec à Trois-Rivières as Francophone editor of the Canadian Journal of Education. Dr. Deslandes has had a very active career and comes to the journal with much enthusiasm. She works with authors very closely and has a commitment to producing Francophone papers for the journal. Dr. Beth Keyes of the University of New Brunswick (Saint John) is our new Anglophone book review editor. Dr. Keyes is eager to distribute new books to scholars in order to provide reviews for potential readers. She has a selection of books on a variety of topics. If you are interested in reviewing, please contact her and she can send you the book and guidelines for writing. You will be able to keep the book after reviewing it.

This issue is the last of 2012, and reflects a variety of perspectives and topics. Levels of education from early years to university are discussed. A paper by Dr. Hetty Roessingh is our first in the online journal to include photographs. Thank you, Hetty! The medium of online journal allows for a range of visual and audio possibilities and I believe our issue on indigenous education will include some visuals and perhaps audio. This issue also tackles a broad spectrum of educational and associated issues: from religion to writing to the biographical experiences of students in the education world. We hear about students' feelings of entitlement as well as the story of one teacher's struggle to stay in the profession. Various current topics are addressed from the International Baccalaureate diploma, to the challenges faced by second generation Canadians who still speak their parents' mother tongue. Papers seem to be more inclusive of student voice today; it is interesting to hear young students' perspectives on alternative education, physical education, and health. We hear about the positive effects of cooperative learning and parental engagement in schools; the uses of technology and assessment to improve learning and documentation of student learning. I hope that we read all of the papers regardless of language. We are seeing more and more papers submitted with abstracts in both languages; an appropriate exercise in our bilingual country. There are still divides between the languages and education systems and academia of Canada. Yet many Francophone authors are publishing in English. Perhaps someday we will publish all papers in both languages, or all be able to read in either language. Perhaps someday we will publish in other languages as well!

Our next issue will be a special one devoted to the topic of inclusive education. Editors Jacqueline Specht and Nathalie Belanger have amassed the most current perspectives on the subject, and we look forward to it. Following this issue, we will have another on the topic of indigenous education, edited by Dawn Zinga and Sandra Styres. Both of these volumes will address topical and important issues to education in Canada and abroad. The initiative of Canadian leaders in the field to put out a call and the resulting collaboration between authors and editors reflects a positive spirit. Our readers in Canada and internationally will benefit from having a selection of papers within one issue to reflect the latest in research and thinking on the subject.

I will be editing my last issue of the Journal in June of 2013. It has been a very productive and prolific term. The journal has grown considerably. We have worked on policy to

welcome a broad variety of papers from different perspectives and methodologies. We have submissions from Canadian and international authors. Many new scholars have enthusiastically responded to the invitation to develop their writing skills as review writers and reviewers of papers. We have worked with many experienced and new scholars. This progress is due to the commitment of many and the enthusiastic embrace of online by all of you.

Challenges of course come with the increase in numbers of submissions. We do not have as many willing reviewers as we have authors. As a result, there has been a wait for some authors to hear the result of the peer review process. For the journal to process papers at a fair rate, scholars will have to be willing to review papers as eagerly as they are willing to get published. This commitment will make for a more balanced and democratic process. Thank you to all who agreed to review this year and did so in a timely manner. Your feedback was very helpful and in essence contributed to the career development of many while building the field of education one paper at a time. To our authors, thank you for your patience as we process papers as quickly as we can while maintaining a high level of quality in our output. Our editors do their work freely and generously.

We hope you continue to read and enjoy the journal. We are looking for a new Francophone book review editor, so let me know if you are interested. We are most interested in maintaining the balance of Francophone and Anglophone languages in the journal. Thank you for embracing the online submission and readership systems. We are read in many countries in both languages, and continue to be a leader in the field of education. Here's to many more years of the Canadian Journal of Education! Many thanks as well to the Social Sciences and Humanities Research Council for their financial support to the journal. And to our managing editor Sarah MacDonald and our translator Gaspard Chabillon for their quality work.

Keep writing and reading!

Sincerely,

A handwritten signature in black ink, appearing to read 'CDiGiorgio', enclosed within a thin black rectangular border.

Carla DiGiorgio, PhD

Please note - Correction:

On page 2, line 21 of editorial piece for the Canadian Journal of Education 35, 3 (2012), the following sentence:

“Unveiling Third Space” by Mary Gene Saudelli highlights one aspect of a case study of examining perceptions of Canadian educators teaching female Emirati, higher-education students in the United Arab Emirates (UAE).’

should be changed to

“Unveiling Third Space” by Mary Gene Saudelli highlights one aspect of a case study of examining perceptions of international educators teaching female Emirati, higher-education students in the United Arab Emirates (UAE).’