

Graduate Student SYMPOSIUM

Selected Papers*
Vol. 1
2001- 2002

Queen's University
Faculty of Education



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Preface

When Dean Rosa Bruno-Jofré arrived in our Faculty in the fall of 2000, one of her priorities was to give our graduate program a higher profile. This was accomplished by obtaining a capital grant to update and expand graduate student office space, and by allocating funds for a graduate student symposium. The first symposium was held in the spring of 2001. It was organized by a committee of faculty and students, but by the second symposium in the spring of 2002 students took over the organization and planning of the symposium. My co-editor, Jane Zigman, was the chair of the organizing committee. She was subsequently involved in gathering and following up on submissions to this collection. I would hereby like to thank Dean Bruno-Jofré for her initiation of this enterprise and her financial support, and Jane for her collaboration. I would also like to thank Hanna Stanbury for all her help in preparing this document for printing.

This collection is the result of a process whereby students who had presented at the symposia were asked whether they would like to have their papers considered for publication. Those interested submitted their papers to a review process similar to that followed by a peer reviewed journal, with the exception that faculty reviewers, external to our Faculty, were aware that the papers had been written by graduate students. The papers found here were deemed acceptable and have been revised based on the suggestions of the reviewers. The result is a collection of eight papers from the two symposia by both doctoral and Master's degree students.

The papers represent a snapshot, taken at a moment in time, of the wide variety of research that is being done in the Faculty. Given the diversity, it is difficult to pull the collection together in a cohesive way. Nevertheless, the papers are loosely organized into two parts, the first consisting of papers that are essentially conceptual and present an argument of a theoretical nature, which I have labeled discursive research. The second part, labeled empirical, consists of two papers that report on research results, while the final two present very different approaches to proposed research.

Evident in this collection is the broad understanding of education that is espoused. It is not just about schooling and when it is, it deals with all levels. Because many may disagree with some of the interpretations presented here, I would hope that they elicit discussion

and critical debate, hallmarks in a scholarly community. I invite you to engage with this interesting collection.

Eva Krugly-Smolka
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