

Graduate
Student Symposium

Selected Papers*
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PREFACE

It is only fitting in introducing this collection of papers to express gratitude to Dean Rosa Bruno-Jofré, who has funded and supported the Graduate Students in Education Symposium since her arrival at Queen's Faculty of Education, and to the graduate students who make this event possible. The students not only write the papers that appear in this volume, but they also plan and organize the Symposium each spring. The current volume contains papers presented at the Symposium held in April 2003 and the April 2004 Symposium. In April 2003, the graduate student chair was Marlene Schellenberg, while in April of 2004 Elsa Mihotic served as the chair. Each graduate student chair has been ably assisted by about 15 student colleagues who have planned the structure of the symposium, requested and reviewed the proposals, and developed the program for the event. The only task left to the Coordinator of Graduate Studies and Research is to edit the Proceedings.

Following the event, graduate students are invited to submit their conference papers, which are subsequently sent out to review by researchers across the country. These reviewers are informed that the authors are graduate students, but are asked to conduct a rigorous review as they would for a peer-reviewed journal. As a result, some students are asked to make revisions and others are notified that, based on the reviewers' recommendations, their papers have not been accepted. The papers published here were recommended for publication through this blind review process.

The challenge with a set of papers like this is that the only unifying theme is the graduate student status of the authors. Some papers reflect student study in the field of Cultural and Policy Studies, while others show familiarity with recent research in Cognitive Studies or Curriculum Studies. Some students offer thoughtful conceptual analysis, while others review recent literature or report on data they have collected. All of the papers demonstrate our graduate students' commitment to education and to educational research in the broadest sense. We, in the Faculty of Education, are unashamedly proud of our graduate students and of

their accomplishments, and we invite you to consider their ideas in this collection of papers from the 2003 and 2004 Graduate Students in Education Symposia at Queen's University.

Nancy L. Hutchinson
Editor

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