



Fall 2021

Prologue

Barbara D. Holmes
Winona State University, bholmes@winona.edu

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Journal of Advancing Education Practice

Prologue

Thank you for reading the Fall 2020 issue of the Journal for Advancing Education Practice (JAEP). Importantly, this edition focuses on the need to support graduate student writers in the process of developing academic identity. Graduate students benefit from encouragement to write more and to have reliable outlets for the publication of that writing. The editorial staff of JAEP is committed to creating student-friendly, intentional, targeted support for advanced graduate writers.

The graduate student writing in this issue is supported by committed graduate faculty who gave time and talent generously in working with emergent writers in bringing individual narratives to fruition. The featured student manuscripts in this issue recognize the transition from undergraduate writing to graduate writing practices. The more graduate students are encouraged to write, the more prolific the writing becomes. Holmes (2018) concluded that

“The task of providing support for students’ academic writing becomes more manageable as faculty members learn how to integrate high expectations for scholarly writing, writing instruction, writing self-efficacy among students and writing feedback that encourages students to write more. Good teachers can influence good writing.”

Many graduate students expressed positive feelings that emanate from seeing writing published with individual names attached to the work. The editors of JAEP are very intentional about encouraging graduate students to publish and removing known barriers to the publication process. To facilitate this objective, JAEP solicits no processing fees for graduate writers to remove any financial barriers to getting the work published. However, all submitted work is peer-reviewed to help graduate writers adhere to the highest standards of academic writing.

The past eighteen months accelerated the transformation of advanced pedagogy and the utilization of technology to augment the delivery of higher education. We recognize and pay tribute to the many lives impacted by the COVID-19 pandemic. Learning lessons that will propel positive societal change is the duty of all of us to those lives lost through the unfortunate tragedies of the past year and a half.

The Journal of Advancing Education Practice (JAEP) reaffirms a commitment to equity, inclusion, and the advancement of scholarship intended to improve lives and learning. The editors hope that you find this edition value-added to the preparation of education leaders working to navigate and create a future filled with possibility, progress and hope.

Dr. Barbara D. Holmes, Professor
Winona State University
Winona, Minnesota