

Editorial

This issue of *Reconceptualizing Educational Research Methodology* plays host to two affecting, arresting and experimental papers that invite the reader to join the authors on their research adventures. The first paper by Alyssa D. Niccolini and Maya Pindyck is located in New York City, US. The paper offers a detailed and multisensorial account of a research experiment. “*Classroom acts: New materialisms and haptic encounters in an urban experimental classroom*” is a material project where the researchers elaborate, extend and bend onto-epistemological certainties by emplacing unexpected objects, substances and matter into the classroom context. Their article is both thoughtful and thought-provoking as it attempts to put new materialist ethico-onto-epistemology (Barad, 2014) to work within the spatial confines of a high school classroom. In mapping and charting their experiment, the authors confront the reader with/through familiar and unfamiliar dimensions of a classroom. The experimentation is captured in a series of images, or maybe it was the researchers who were captured by the images, either way the imagery underlines the inter- and intra-connectedness between human and non-other-more-than-human. The theories at work are inspired by feminist scholars including Karen Barad, Judith Butler, Donna Haraway, Jayne Osgood, Stephanie Springgay, amongst others. The article’s reference list demonstrates the active dialogue with others working at conceptualising and eventizing educational research in ways that privilege affect and materiality. Circulating concepts from the titles of referring articles include:

affect, haptic, bodies, intimacy, agency, force, reparative forms....
 touching
 intimacy - absence – queering
 affect
 sound, silence, poems, sensuous, multisensory
 and felting between....
 entanglement, mapping, new modalities,
 horse-girls
 assemblage, cows, cabin and tweets....
 running
 knitting and felting again and again...
 looking-back-through....

Within this collection of new materialist concepts it is possible to identify a wor(l)ding movement with affect and haptic moments and a priori entanglements. By also appropriating artistic ideas as haptic encounters the eye and sight opens up to the not yet there. Working through these various ideas, but in particular felting and multimodal assemblages, the authors create possibilities to think beyond orderly classrooms to allow us to think more and other.

The second article by Jette Kofoed and Dorthe Staunæs article, entitled “*Hesitancy as ethics as a research strategy for researchers in the midst of fieldwork*” the authors chart the ways in which doubts can be an epistemological force. Kofoed & Staunæs are interested to elaborate the uncomfortable, unclear and uncertain aspects of researcher subjectification when in the throes of undertaking fieldwork. By including aspects of uncertainty the authors argue that this holds potential to determine the ethical requirements and strategies of any given research endeavour. The article stresses that research necessarily involves an ethical obligation to uncertainty. Reflecting upon the concepts the authors mobilise to make their argument opens up possibilities for the reader to grapple with the interconnectedness of a range of ideas that provide generative potentialities to think of research differently, these include:

art of listening
 affect
 giving account of oneself
 ontology
 ethics
 telling secrets
 revealing lives
 the promises of monsters
 intensities and rhythms
 becoming

Both articles are ontologically written as movements, as processes of shifting ideas with creative interruptions. Uncertainty is central to a quest to look for something unanticipated to happen. The unpredictable, in combination with hesitancy, brings about pauses to offer another tempo to the analysis, which in turn allows these researchers to grapple with how matter comes to matter. This issue reminds us of the rich, varied and generative papers we have edited over the past year. We are privileged to have worked with a great many authors, all of whom are pushing educational research methodologies in new and exciting directions.

As the last issue of 2015, we also want to acknowledge the valuable contribution of the peer reviewers for their thoughtful and constructive feedback to authors. It is their interest and support of that ensures RERM remains a home for bold and experimental publications:

Sonja Arndt
 Nikki Rotas
 Ninni Sandvik
 Hanna Guttorm
 Linnea Bodén
 Andrew Gibbons
 Camilla E. Andersen
 Ninni Sandvik
 Kari Bratland
 Mimi Bloch
 Mirka Koro-Ljungberg
 Nina Johannesen
 Gabrielle Ivinson
 Rachel Holmes
 Kerith Power
 Anna Palmer
 Linda Knight

Ann Merete Otterstad
 Jayne Osgood

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