

## RERM editorial September 2013

---

Dear Readers,

We hope you have had a wonderful summer and that you are refreshed and inspired for the academic year ahead; we would be delighted to receive manuscripts for inclusion in future editions of RERM to build upon the exciting back catalogue of inspirational and challenging papers in our journal. This issue of RERM represents an important contribution to this growing corpus and includes two articles and one colloquium; both pieces are written by researchers in search of otherness and determined to reconceptualize educational research methodologies through developing different approaches for different times and challenges. What they have in common in their difference is post qualitative movements and pulse.

In **“Telling tales on either side of the teacher: methods of researching professional and biographical transformations in the context of Education”** Mike Hayler and Nadia Edmond discuss the ‘methodological pluralism’ of qualitative research as it is today including differing conceptions of scientific method and rigour, perceived conflicts between constructionism and realism, and the relationship between research and other kinds of practical activities and politics. As they argue against common guidelines for qualitative research, they however “do agree that dialogue across different approaches, is an essential element in developing some level of consensus about quality within social and educational research”. Their paper presents such a dialogue between their approaches while joining and contributing towards the wider discussion about the purpose and quality of educational research.

In **“Searching for Methodology”** Mindy Legard Larson and Donna Kalmbach Phillips argue for: “a methodological approach to look beyond culture-as-human, one that was not merely a tracing over always already charted territory, one that acknowledged how “the material and the discursive are mutually implicated in the dynamics of intra-activity” (Barad, 2007, p. 152)”, A bit further they state: “We needed a way to see around the code, a way to wrestle free from words and things as separate, words as mirrors, “results” as representations”. They end with the following: “Perhaps methodology is an invitation to an ongoing performance, to join a dance *with* and *of-the-world*, in a constant making and re-making and wondering of what *might* be”. The criticality offered by the authors takes the reader on a journey which inspires wonder and invites us to grapple with what we think we know about approaches to research and sense-making.

In the colloquium **Becoming Rhizome Researchers**, Bryan Clarke and Jim Parsons suggest that “rhizome researchers recognize their embeddedness, allow research to lead them, accept that attempts to synthesize are never finished, listen to those before them and on the margins, and give themselves to a life of becoming, thus ‘breaking’ the binaries that can capture or stifle their attempts to be educational researchers constructing symbolic selves”.

They continue: “researchers do more than collect data and analyze findings. Research also becomes a symbolic construction of self as the researcher gains agency and comes to self-identify and act as a researcher. Thus, the activity of conducting research shapes the lives and identities of those forging the constructions (doing the research). In other words, research is always more than research, because it is conducted and constructed by people who (by doing research) engage in the complex challenge of symbolic meaning-making and identity-building, informed by changing life narratives”.

We hope that you enjoy the contributions in this issue and take pleasure from the pluralism on offer. Editors; Anne B. Reinertsen, Jayne Osgood, Ann Merete Otterstad.