Call for Submissions

Themed issue edited by members of the *Self-Reflexive Methodologies Special Interest Group* of the South African Education Research Association (SAERA)

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Theme: Exploring possibilities through methodological inventiveness in self-reflexive educational research

Self-reflexivity is a multifaceted and 'hard to pin down' phenomenon and practice premised on an understanding of knowing and knowledge as "always constructed relative to a framework, to a form of representation, to a cultural code, and to a personal biography" (Eisner, 1992, p. 14). Taking a self-reflexive stance requires researchers to pose challenging questions to and about our selves as we become attentive to how our positionings, perceptions, and priorities interact with research processes and influence the knowledge we produce.

Although any researcher can decide to adopt a self-reflexive stance, certain research methodologies *require* self-reflexivity on the part of the researcher. Such methodologies include, but are not limited to, self-study of practice, narrative inquiry, and autoethnography. Putting the self of the researcher in the picture is in keeping with what Feldman, Paugh, and Mills (2004, p. 974) identified as one of the most important methodological features of self-study research, which is "to be self-critical of one's role as both practitioner and researcher." Similarly, narrative scholars such as Clandinin and Connelly (2000) have argued that it is essential for researchers to be mindful that how they conceive and enact their responsibilities will influence the research process. Clandinin and Connelly advised narrative researchers to strive to be open and self-critical about their roles when conducting research and when constructing research texts. And in autoethnography, researchers "use reflexivity to illustrate intersections between self and society, the particular and the general, the personal and the political" (Ellis & Adams, 2014, p. 254).

Self-reflexive researchers employ diverse, often innovative methods. Recent research in South Africa and internationally suggests a synergetic relationship between self-reflexivity and methodological inventiveness. Methodological inventiveness denotes imaginative engagement to awaken creative – often arts-based, participatory and transdisciplinary – modes

of generating, representing, and analysing data in ways that push the boundaries of what counts as evidence for generating new knowledge. The term "methodological inventiveness" was coined by Marion Dadds and Susan Hart (2001, p. 169), who pointed to a synergy between practitioner researchers "[taking] an unconventional, innovative direction in their research" (p. 1) and the growth of their self-reflexivity. Dadds and Hart (2001) further highlighted how imaginative engagement to stimulate alternative methodological modes could contribute to new and generative ways of knowing, with wider implications for social change. In the South African context, Claudia Mitchell (2008, p. 365) has called on educational researchers to "[expand our] repertoire of being and doing" in order to engage critically with questions of our own social responsibility. Studies conducted within and beyond South Africa have shown how self-reflexivity and methodological inventiveness in research can illuminate significant issues that have resonance beyond the self and can point to avenues for exploration and growth in the wider educational arena. Questioning how to enact self-reflexivity in ways that can be transformative is a key component of educational research in contemporary South Africa, as it is elsewhere if we are to take up critical issues of self and social change.

This themed issue will explore *why* and *how* self-reflexive educational researchers are enacting methodological inventiveness and *what* might be made possible and visible though researching in imaginative and innovative ways. Submissions for the special issue are invited from experienced and emerging scholars working across a range of knowledge fields and diverse contexts, who are involved in conceptualising and enacting self-reflexivity and methodological inventiveness in educational research. Studies could draw on a range of creative research practices and sources, including (but not limited to) collage, field notes, film, drawing, narrative, performance, poetry, photography, and storytelling.

References

Dadds, M., & Hart, S. (2001). *Doing practitioner research differently*. London, UK: RoutledgeFalmer.

Eisner, E. W. (1992). Objectivity in educational research. *Curriculum Inquiry, 22*(1), 9-15.

Feldman, A., Paugh, P., & Mills, G. (2004). Self-study through action research. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey & T. Russell (Eds.), *International handbook of self-study of teaching and teacher education practices* (Vol. 2, pp. 943-977). Dordrecht, Netherlands: Kluwer.

Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco: Jossey-Bass Publishers.

Ellis, C., & Adams, T. E. (2014). The purposes, practices, and principles of autoethnographic research. In P. Leavy (Ed.), *The Oxford Handbook of Qualitative Research* (pp. 254-276). New York: Oxford University Press.

Mitchell, C. (2008). Getting the picture and changing the picture: Visual methodologies and educational research in South Africa. *South African Journal of Education, 28*(3), 365-383.

Deadlines

- Abstracts (100-150 words) are due by **Monday 24 June 2019.**

Abstracts should focus on the theme of *methodological inventiveness in self-reflexive educational research* and could communicate the following:

☐ Main purpose of the research
☐ Research context/s
☐ Theoretical perspectives
☐ Methodology and methods
☐ Key findings
☐ Major conclusions and implications

Abstracts, together with the article title, author names and contact details, must be submitted as an email attachment to: Kathleen Pithouse-Morgan pithousemorgan@ukzn.ac.za

- Invitations will be sent to selected authors by **Monday 15 July 2019.**

- Submission of invited full manuscripts (7000 words maximum, including references) for blind peer review will be due by **Monday 16 September 2019**.

Submissions must be made via the Journal of Education website. Authors need to register with the journal prior to submitting or, if already registered, can simply log in and begin the five-step process. Please indicate in the 'Notes to editor' section that this is a submission for the Self-Reflexive Methodologies SIG Special Issue. All selected papers will be undergo a blind review process with two reviewers.

- Feedback from peer review will be sent to authors by **Monday 2 December 2020.**

- Revised articles will be due no later than **Monday 13 January 2020**

Contacts and further information

Editorial queries should be sent to the guest editors: pithousemorgan@ukzn.ac.za; pillaygv@ukzn.ac.za; naickeri1@ukzn.ac.za; masingal@ukzn.ac.za

Administrative queries should be sent to Rosemarie Milburn: rose@saera.co.za

Author Guidelines

➢ Articles must be original. The work must not been published elsewhere and should not have been submitted to another journal for review.

➢ The corresponding author must secure the permission of all named co-authors.

➢ The research on which the article is based must have been cleared by an approved ethics board.

➢ Article Processing Charges of ZAR 4500 per article will be levied when the article is published.

Formatting of the article

➢ Contributors should submit an electronic version of the article, formatted in Times New Roman 12 point. 1.5 line spacing.

➢ The maximum length of articles is 7000 words. Each paper should be accompanied by a 100–150 word abstract.

➢ Where necessary authors may wish to indicate levels of subheadings (i.e. first level, second level). Footnotes should be kept to a minimum, and authors are asked to keep tables and diagrams to the most feasible level of size and simplicity.

➢ The name(s), institutional affiliation and full address(es) of the author/s should appear on a separate sheet.

➢ Authors should also provide their ORCiD, which is a unique and persistent identifier for researchers. Register at orcid.org.

➢ A blind review version should be submitted, where any citations and references to the author(s) have been replaced by the terms "Author".

➢ All submissions must have thoroughly copy edited and citations and references must be correct.

References and citation style

The references and citations should conform strictly to the format in the latest revised manual of The American Psychological Association (APA). http://www.apastyle.org/index.aspx

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